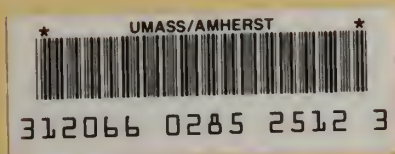


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# A History Sixty Years of Cooperative Extension Service in Massachusetts

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*Eleventh Annual Conference of County and State Extension Workers, Amherst, Massachusetts, December 17-20, 1923.*



## ACKNOWLEDGEMENT AND APPRECIATION

The writing of a History of the Massachusetts Extension Service was for many years, an idea in the minds of several individuals. In January, 1963, Walter Melnick, Chief of Sigma Chapter of Epsilon Sigma Phi, appointed a history committee. Members were:

Donald P. Allen	Horace M. Jones
Earle S. Carpenter	Allen Leland
Frederick E. Cole	Ruth McIntire
James W. Dayton	Walter Melnick
May E. Foley	William A. Munson

During the year, the committee discussed many ideas, approaches and plans attempting to arrive at a general outline for the history. In 1964, Winifred Eastwood, then Chief of Sigma Chapter, appointed a second committee:

James W. Dayton	Ruth McIntire
Winifred I. Eastwood	Roberta I. Michaud
May E. Foley	Charles Wissenbach
Horace M. Jones	O. Lewis Wyman

The committee decided to ask many Extension workers and a number of lay leaders to write from their own experiences, knowledge and impressions of the past 60 years of the Massachusetts Extension Service. The works of earlier writers were drawn upon, namely, Sumner R. Parker, Mary S. Dean and George E. Erickson.

Contributors other than members of the two committees have been:

Mrs. Roscoe Andrews	Stanley N. Gaunt
Charles E. Blanchard	Barbara Higgins
Joseph T. Brown	Oscar S. Johnson
Radie H. Bunn	Mrs. Rosa S. Johnston
Catherine Cook	Allister F. MacDougall
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Robert B. Ewing	Barbara R. O'Brien
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Ralph H. Gaskill	Donald Thayer
Florence I. Gates	Bert Tomlinson

Editor

Mrs. Sterling Surrey

## FOREWORD

J. RICHARD BEATTIE  
ASSOCIATE DEAN & ASSOCIATE DIRECTOR



"We hope that Extension workers will enjoy and benefit from reading this long-awaited history."

Many people have contributed to this history of the Massachusetts Cooperative Extension Service. They have included members of the county staff, program leaders, subject matter specialists, and Extension administrators; and they have given freely of their time and effort. However, it was Winifred Eastwood, Assistant Director of Extension for Home Economics, who provided the determined leadership to see that this history was finally completed.

It is my hope that this history will be used by Extension workers in a number of meaningful ways and I suggest the following:

- For the orientation of new Extension workers.
- For studying the innovations developed by Extension workers to help meet the educational needs of people.
- For undergraduate students who are interested in exploring Extension as a possible career.
- For graduate students interested in conducting research regarding Extension's impact on the people we serve.
- For studying Extension's educational role as it has unfolded over the years.
- To recall the pioneering efforts of old friends and colleagues.
- To recall for our older Extension friends and colleagues a bit of nostalgia.

We hope that Extension workers will enjoy and benefit from reading this long-awaited history.



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## IN PERSPECTIVE

"We suggest the establishment of a nationwide Extension work. The first or original work of the agricultural branches of the land grant colleges was academic, in the old sense. Later there was added the great field of experiment and research. There now should be added the third coordinate branch comprising Extension work, without which no college of agriculture can adequately serve its state. It is to this Extension department of these colleges that we must now look for the most effective rousing of the people of the land."

Dr. Kenyon L. Butterfield: 1909

We who are joint authors of this brief history are an older generation of Extension workers. As such we look with some wonder, some amazement--and at times with some misgivings, though with paternal pride--on the younger generation who have replaced us. We envy you who are now the standard-bearers.

But we also look back. With respect and the remains of our once youthful awe, we look back upon the stalwarts of a still earlier generation who firmly planted the banner of Extension work as part of the educational system of America. They were true pioneers, facing hardships of wind, weather and long hours to establish unexplored ways of giving information and education.

We, the authors, have seen something of Extension's past and now we look to its future. We are concerned but we do not doubt. We are confident that future difficulties and opportunities will be met as bravely and as well as were those of the past.

That past, however, should serve the future. Early procedures can be adapted to present and developing conditions. The old experiments, the old successes can spark new planning to fit modern situations.

## EXTENSION: FIRST IN CONTINUING EDUCATION

The Cooperative Extension Service is founded on the principle of continuing education. It was in fact one of the first proponents of the theory that no one need cease learning when his, or her, formal education is completed--that everyone should be able to continue learning as conditions change and new knowledge becomes available.

Some people are unable, or unwilling, to adjust their lives in order to obtain classroom education; but most people welcome the chance to learn if they can do so informally and at hours which do not disrupt their regular work and family life patterns. Helping to make this learning available to all is one basic premise of Extension. As people benefit individually

from learning, society and the nation likewise benefit. This in brief is the policy on which public education in the United States is founded.

Extension methods initiated in this country have been studied, praised and copied all over the world. In the beginning they were very simple, very direct, suiting the rural life and attitudes of the times. Today those early methods are being used by less advanced nations; here at home they have become more and more sophisticated, to serve an increasingly complex society. Massachusetts, one of the first highly industrialized and urbanized states, has been a leader in the change.

### EXTENSION WORKERS: DOERS

Extension workers believe that education is incomplete until available knowledge has been translated into action. They judge their own effectiveness by the accomplishments of those they teach. They are primarily doers. This factor underlies the educational philosophy of Extension. Disseminating knowledge is not enough. The educational process is complete only when the student understands how to apply that knowledge personally and put it to good use.

Intelligent and progressive people attain understanding easily; others need help. Sometimes they have to be guided through a thinking process step by step. It is here that the skills and patience of Extension workers have been enlisted. With the flood of new information almost outstripping man's ability to learn, the task becomes greater than ever.

### A DILEMMA FOR EXTENSION

Today Extension, along with other segments of the nation, must determine how political and social philosophy should be extended. Extension's philosophy is expressed in our charter, "To give--to all the people." We must now decide how the "disadvantaged," through us, should be given greater opportunities, whether those more "advantaged" should automatically be entitled to special rewards, how far we ought to go in one direction or the other. These questions and others make for the dilemma, they may never be fully resolved.

How much public effort should be made to overcome the difficulties of the disadvantaged, in the field of agriculture, for instance? In past years less successful farmers usually welcomed information and advice from the Extension Service; they felt it had been set up to help them. Successful farmers, on the other hand, often resented Extension for creating extra competition. They wanted to reap the benefits of their own abilities, without interference.

We cannot determine Extension's proper place in education until we decide what we mean by "disadvantaged" and "advantaged." Is financial ability to pay for an education actually an advantage? Should monetary aid be made available to those financially disadvantaged? Should less demanding types of education be provided for those with less intellectual ability?

Are certain people disadvantaged because of family situations? Should there be local educational opportunities for those unable to leave home for a length of time? Are lack of initiative or "stick-to-it-iveness" disadvantages? Should those without these qualities receive education in small doses they can absorb? How great is the advantage of thinking constructively, logically and practically? Can those without this ability be taught improved thinking processes?

Continuing education has gained widespread acceptance. Its most common form is organized classes, held in convenient places, and this method is often used by Extension. But it has long been evident that many people cannot or will not take advantage of standard class procedures. For those who attend them these classes probably offer the most valuable learning opportunity there is. For others, Extension has worked out informal learning methods which require less time and effort.

The rise in the standard of living or level of civilization--whatever you want to call it--is in direct ratio to the degree that knowledge can be applied to the mass of our citizens. It follows that there should be opportunity for everyone to make such application. Extension's goal of serving all people can be achieved only by extending service to those labeled "disadvantaged." They, too, can be taught to use knowledge; they, most of all, will be the better for it.

### COUNTY SERVICES AND THE COLLEGE

Extension was underway in Massachusetts well before 1914, when it was established nationwide by the Smith-Lever Act. In 1908 club work started in Hampshire County under the guidance of Professor William R. Hart of the Agricultural College. A year later a formal Extension program was established, served directly by the College.

In two counties, Barnstable and Hampden, independent Extension organizations were functioning before 1914. After provisions of the Smith-Lever Act had been accepted by College and Commonwealth, arrangements were made for Extension programs in other counties to be carried through local organizations. For the most part these were locally financed. The majority were known as county farm bureaus. They had paid membership and they followed a common pattern of recognizing the college leadership.

In 1918 a new law providing for county Extension work was passed by the Massachusetts Legislature. This was necessitated by the so-called "Anti-Aid Act" section of the revised state constitution which prohibited using public funds to partially support organizations which are primarily dependent on private sponsorship. County farm bureaus and county Extension services became separate organizations. With the adoption of the new Extension law, county Extension Services had to be administered under local boards of trustees. The law made no mention of supervision by the Agricultural College, thus a degree of local autonomy, unique in this country, was established for Massachusetts Extension Services.

With this exceptionally decentralized beginning, closer relationships gradually developed between the College--by now, the University--and the county groups. Similarity of objec-



tives, the need of cooperating closely to carry out programs, mutual financial obligations, all helped to effect a unified organization. It was accomplished without destroying the advantages of local initiative and without severe restraints on local autonomy. The growth of this coordinated organization makes an interesting story.

Under their autonomous arrangements, county services developed with varying and sometimes conflicting attitudes. Most counties looked to the College for leadership, considering themselves the fieldstaff of a statewide Extension Service. A few felt that the county organization was a separate entity, equal to and parallel with the College Extension Service. They thought there would be little need to call on the College staff once county staffing was completed.

At first College sources allotted each county \$600 toward the salaries of three agents. Additional funds came from county and town appropriations and local sources. In 1921 federal grants of \$19,812 were divided among the counties. By 1940 federal funds used in this manner had increased to \$46,231. In 1964 the amount was \$197,591. Counties accepting federal funds were required to set up work reports. College Extension administration was responsible for supervision and for appointing new workers.

The University had steadily increased the number of Extension specialists and scientists in order to support the programs of county Extension workers. Rapid advances in technology have made such cooperation increasingly important.

The trend toward a unified service was slow but its logic was finally recognized. Ratification came in the 1950's. The College Extension administration and the boards of trustees of each county Extension signed the first memorandum of agreement; specific responsibilities were assigned and the separate obligations of each group in regard to conducting Extension programs was formally recognized.

### PROGRAM MAKING

Present-day methods of Extension teaching are worked out more democratically. Transition has been gradual, and not without periods of resistance. At one time, and not so long ago as you might imagine, programs were formulated on a peculiar premise--that Extension workers knew what rural people needed better than the people knew themselves. The belief that those concerned had a right to suggest or request programs they thought would be beneficial was pure heresy. As one county manager said, "Why, we can't do that! Everyone will think we don't know our jobs!"

Nor were the rural people always ready to accept responsibilities in program-making. That committees or groups of lay leaders could or should contribute their judgement was a totally new concept. Making it effective required planned procedures based on the underlying philosophy, "Many people are less well-informed than you think, but their judgement, when they have the facts, is better than you think." These procedures did evolve, but slowly.



Today it would be difficult to find an Extension worker who would want to plan teaching without consulting both the people he serves and the College scientists familiar with the subject matter.

## EXTENSION IN AN URBAN INDUSTRIAL STATE

Extension programs have to fit the needs of a widening urban and industrialized population. As early as 1925 Massachusetts Extension Director John D. Willard pointed out that farming and some form of urban employment often supplemented each other in supplying family incomes. He noted that there no longer was a clear line of demarcation between a farm family and an urban one. Good roads, automobiles and ease of communication had helped close the gap between elements of the population; all played a prominent role in the spread of an urban society.

Extension's information and educational opportunities have been open to all state residents, so far as staff permitted. The initial policy of giving precedence to farm and rural families has been maintained with the addition after World War II of urban families and in the late 1960's inner city residents. Food--its production, transportation, marketing and consumption--remains a major field of subject matter. Community life and social welfare, two areas vital to family living, began to appear early in the program. Originally dealing with crop production and farm family living, Extension has expanded its coverage to programs for all elements of the population.

Dr. Kenyon L. Butterfield, president of the Massachusetts Agricultural College from 1906 to 1924 was most influential in creating a nationwide system of Extension education. His foresight and idealism were largely responsible for the thinking which led to establishment of a nationwide Cooperative Extension Service. In those days rural living and farm living were nearly synonymous. Dr. Butterfield viewed Extension as a means of helping the farmer, his family and his community to improve their lives and enjoy the social and economic advantages then limited to residents of towns and villages. To a great degree this goal has been achieved. Extension has been the impetus for many changes which have created a social structure very different from that of 1914.

Most of the great differences between farm and village living have disappeared. No longer do all rural people farm. Many urban families have moved to the country and become part of the rural group. They have brought much of their urban way of life with them, to be adopted by longtime rural residents. They have also encountered problems in rural living and have sought from Extension information and aid. Industries have grown up in rural areas, and their employees have formed new rural settlements.

As the isolated, self-sufficient farm family disappeared, Extension programs for family living changed. The improved economic conditions of farm families and the increased number of rural families required programs which were directed more to the social and economic structure. Programs related to household management, family relations and family financial planning supplemented or replaced the original "How To Do" programs. Special programs were designed to serve the rural and suburban home owners.

Fortunately, improvements in communications and teaching techniques kept pace with social change. Through the widespread use of such mass media as printing, radio and television, Extension has been able to serve a tremendous number of people.

### CHANGES FOR FARMERS

Farms are fewer. Many are large business enterprises, highly specialized and with extremely technical business and science problems. Extension programs for farmers are broader and more specialized, to meet today's diverse economic and technical needs. Its technology has had to become more scientific. The Extension agricultural organization has had to change. Agricultural agents, each highly trained in some specialized technology, now serve large areas instead of single counties. Realizing the need for advanced degrees, agents are fast acquiring them. An increasing number of University scientists are taking part in Extension agricultural programs.

Many operations related to the food industry have moved to the city. Grading, packing, storing and some processing, once part of the farm enterprise, are largely industrialized and carried out in urban centers. But the farmer is still deeply concerned with the efficiency of these operations. They affect his product, no matter where or by whom they are handled.

Extension programs relating to food, from effective production to appropriate use, are useful to farmers and industry alike. Both are important in the flow of food products to the consumer. In the industrial state of Massachusetts, the chain of activities is a part of our economy.

### ON TO THE CITY

The Extension Service began its career dedicated to helping a specific disadvantaged group, the farmer and his family, improve its status. It endeavored to give them, through education, the tools to achieve more efficient and profitable production of food, more effective and satisfactory skills in homemaking, a more rounded, satisfying life.

The farm family, at least in Massachusetts, is no longer obviously disadvantaged. Some urban groups are. Extension must now serve these groups through its programs in homemaking, family living and youth activities. In the 1960's the Massachusetts Extension Service gained experience in this phase of urban education. This is in keeping with Extension's long-term objectives--and its possibilities are unlimited.

## DIRECTORS OF MASSACHUSETTS EXTENSION

1909 -- 1971

<u>NAME</u>	<u>TITLE</u>	<u>TENURE</u>
William D. Hurd	Director	1909 - 1919
Ralph A. Redman	Acting Director	1919 - 1920
John D. Willard	Director	1920 - 1926
Willard A. Munson	Director	1926 - 1951
James W. Dayton	Director	1951 - 1958
Dale H. Sieling	Director	1958 - 1959
Lloyd H. Davis	Assoc. Director	1959 - 1962
Arless A. Spielman	Director	1961 -
J. Richard Beattie	Assoc. Director	1962 -





# Agricultural Work in Massachusetts



Tour by Plymouth County Farm Bureau men of Massachusetts Agricultural College. Faculty Day, 1916.

In 1947 Sumner R. Parker compiled a history of the early days of the Extension Service in Massachusetts, giving particular attention to the work of agricultural agents. The first part of this section on agriculture is adapted from his history.

The complete history prepared by Mr. Parker is filled with interesting details and colorful personal experiences. It is available in manuscript form and well worth reading.

"We believe that the attempt should be made to reach the last man in the land, not primarily because of a sentimental regard for that last unfortunate man, but because it is absolutely essential in the conservation of soil resources that the intelligence of the soil tiller be conserved."

Dr. Kenyon L. Butterfield

### EARLY HISTORY, A PREPARATION PERIOD

Long before there were agricultural colleges or state departments of agriculture, American farmers were getting together to compare their experiences. Appreciating the need for a systematic study of farm problems, they formed farmers' clubs, horticultural societies, societies to promote agriculture, granges or harvest clubs--all designed to improve farming and rural living. Efforts were mostly confined to the practical side of everyday farm management since scientific information to supplement farm experience was limited.

Actually, Extension work in Massachusetts began in 1621 when Chief Squanto taught the pilgrims how to fertilize their cornfields. The second oldest agricultural group in the country was the Massachusetts Society for Promoting Agriculture, established in 1792.

In 1852 the Massachusetts State Board of Agriculture was established by an act of legislature. One of the first in the United States, it issued its initial report in 1854 and directed its secretary to deliver lectures on the practice and science of agriculture. Edward Hitchcock, President of Amherst College and a member of this first Board of Agriculture, proposed that the Board hold a series of farmers' institutes, similar to teachers' institutes in the public schools. Mr. Hitchcock believed that during the relatively free winter months, farmers would appreciate lectures on botany, geology and biology and on the relation of these sciences to agriculture. His proposal was adopted and farmers' institutes became an established feature of the Board's work. The institutes were sponsored by local farmers and talks by leading farmers and scientists had to be on the programs. The first winter institute was held in 1863, the first summer institute in 1869.

### BIRTH OF "MASS AGGIE"

The Massachusetts Agricultural College was established in 1863, one of the land grant colleges made possible by the Morrill Act which President Lincoln signed in 1862. For many years its small staff confined itself to problems of college teaching and to management of the College farm. However, farm people began asking professors to come to meetings and talk on agricultural subjects. Staff research gradually grew into a wealth of material on farm practices, and farm groups began requesting help with increasing frequency.

The farmers themselves were always ready to supplement this instruction by reports on their own experiences. They challenged the professors to establish demonstration farms, to show by actual results how the practices they recommended could yield a profit. Farm leaders and college



men alike were sincerely interested in developing a sound and profitable agriculture. The bond cemented the two groups into an educational and instructional movement which was to become the nation's most extensive system of adult education.

The farmers' institutes indicated that temporary schools in various communities could reach many of the people who wanted further instruction. And so Extension schools began replacing farmers' institutes. They would last from Monday to Friday with a local committee handling enrollment of area farmers. Instruction followed standard school methods, utilizing lectures, written and oral exercises and classroom work. Farm club programs and College lecturers were part of a definite teaching system.

Massachusetts was fortunate in having Dr. Butterfield as president of the Agricultural College from 1906 to 1924. He came to the Commonwealth at a time when agricultural colleges throughout the country were developing rapidly; and he brought with him a diversified background which included work in college-level education and work with rural people. For four years he had directed the farmers' institutes of the Michigan Agricultural College where he gained first-hand experience in organizing rural people and in meeting their demands for education.

Dr. Butterfield was a national figure of great influence in Extension work. As a member of the special commission appointed in 1908 by President Theodore Roosevelt to study educational systems for farmers in other countries, he had observed progress in the rest of the world. For many years he was chairman of the Committee on Extension Work of the Association of Land Grant Colleges and Experiment Stations; he published the report of that committee and presented it to the Association in 1911. In the light of experiences over the last thirty years, this historic document sets forth with amazing clarity the ideals of Extension education, the process by which they might be attained, and the Extension philosophy of national public responsibility for rural cultural progress.

President Butterfield and his committee were, in great measure, responsible for the Smith-Lever Act of 1914--and for the beginning of the Cooperative Extension Service in agriculture and home economics. Under the Butterfield banner, Extension work in Massachusetts moved quickly ahead.

### HURD ENTERS THE FIELD

The leadership of William D. Hurd was another factor in the rapid growth of the Massachusetts Extension Service. Professor Hurd had received the degree of Bachelor of Science from Michigan Agricultural College in 1899 and its Master of Arts degree in 1909. In 1902 he became supervisor of Extension work at Rhode Island State College. In 1903 he was made professor of agriculture at the University of Maine, advancing to the deanship of agriculture there in 1906. In September 1909 President Butterfield put him in charge of Extension work at "Mass. Aggie." Describing the purpose of Extension, Mr. Hurd once said, "The great work of Extension teaching is to benefit men and women, and the benefit is not to be confined to increased production of crops nor to securing larger profits from the business of farming. These are legitimate and even



fundamental, but our task is a far larger and a more significant one. It is nothing less than the carrying on of a great campaign for rural progress which shall affect the intellectual culture, the social prerogatives, and the moral welfare of all individuals who live upon the land."

These activities indicated that a permanent staff was needed to serve people not enrolled in schools. Professor Hurd, supported by President Butterfield, requested that the trustees of the College provide more teachers. In 1909 the legislature appropriated \$7500 to develop short courses; in 1910 it appropriated \$15,000 for short courses and Extension work, changing the title to include the new activity. In 1910 the Extension Division at the College was made co-ordinate in rank with that of faculty and the experiment station staff and Mr. Hurd was given the title of director. In 1911 the legislature appropriated \$20,000 and the program was well under way. Each time funds became available, Director Hurd added to his staff.

### DUAL LEADERSHIP

Since 1863 the State Department of Agriculture had been responsible for sponsoring farmers' institutes and it did not immediately leave the scene even though another organization was entering the field. Records up to 1919 show 50 or more annual institutes sponsored by the Department. During the same period Extension was rapidly expanding its program of schools and allied work with rural people. Today there is close cooperation between the two organizations. The State Department acts as a regulatory agency, Extension in a strictly educational capacity.

The Extension schools of the new service differed somewhat from the farmers' institutes. The latter had usually been one-day affairs, at most two or three. The Extension schools organized by Director Hurd and his co-workers were week-long and on a community basis. Members of the Extension Service would plan the schools with community leaders and work out a program applicable to their special farm and home needs. Then instructors would go to the community and spend a week teaching the cooperatively arranged classes.

The first day was devoted largely to staff lectures, with little time for debate. Subsequent lectures were frequently interrupted by questions perhaps away from the subject but inspired by it thus to give the courses a local application. Prepared material was combined with discussions of local problems and attending farmers reported their own experiences. From these Extension schools came an appreciation of the need for continuous service. Farmers asked instructors to visit their farms and demonstrate how to select the best cows, how to use land to best advantage, which fertilizers would make crops most productive, what management system would best blend their varied enterprises into a successful business. Requests for personal consultation were the forerunners of the present Extension system, aimed, as Dr. Butterfield has said, "at the last man."

Farm women also wanted assistance, contending that home problems were as intricate and perplexing as other farm problems. Farm women, they said, should have equal opportunity to study with qualified teachers. To meet this demand, women were added to the staff. In 1913 Laura A. Comstock was employed full time as state leader of women's work. (Her story, and what followed, are reported more completely in the Home Demonstration section of this history.

## THE YOUNGER GENERATION

Even in the first years of Extension work, farm boys and girls were not forgotten. In 1908 William R. Hart, professor of agricultural education, began the task of stimulating young people's interest in farming and the farm home. Contacts were made through the schools and teachers were encouraged to consider Extension activities as a supplement to school work. Small packages of corn and seed potatoes were distributed with directions for planting and growing and prizes were awarded those who completed the projects. Young people were encouraged to exhibit their best results at fairs and compare them with entries of other boys and girls.

In 1911 membership in the corn and potato clubs reportedly was close to 17,000. At about the same time Extension workers to plan specifically for young people became part of the College Extension staff working under the director of Extension. At first only young people living in the Connecticut Valley, close to the College could take part in the programs, but the service was soon expanded to other sections of the state. In those first years encouragement came in the form of appropriations from the State Board of Agriculture, which financed prize money for youths in the 18 and under age group. Such aid has increased through the years. (More complete details on programs for young people are given in the 4-H section of this history.)

## AN EXPANDING PROGRAM

The formation of Extension schools was one of numerous methods developed in these early days. There were lecture courses and talks and demonstrations before granges, schools, boards of trade, village improvement associations, and others. There were conferences for community development to consider town improvement possibilities. There were educational trains, steam and trolley with all the equipment (five cars and dining car service) donated by the railroad company. One to two-hour stops were made at various points and lectures and demonstrations were given at each.

The Extension Service sponsored educational exhibits, lectures and demonstrations at community fairs and expositions. It started dairy herd improvement associations. There were agricultural surveys directed by Dr. Alexander E. Cance and two students from the College; and there were surveys to improve farm management.

One of his first tasks as a county agent, Mr. Parker reports, was to take some farm management surveys in Deerfield, assisted by Wesley H. Bronson, farm management specialist. Their analysis of farm receipts and expenses was grouped with analyses made of other farms and the records were summarized and compared.

Publications of the Extension department included circulars describing winter courses, farmers week, a beekeepers course, Extension-sponsored schools and winter courses. "Facts for Farmers" was a newspaper of sorts, covering a different subject in each issue. Student Extension work was directed by Charles H. White, aided by some 30 regular college students. Four traveling libraries with approximately 160 of the newest and best agricultural books were made possible by loans from leading book publishers.

This was the beginning, you might say, of county agent work. Mr. White was appointed district field agent with headquarters at North Uxbridge. His duties were to live on and operate his own farm and to visit farmers in southern Worcester county bringing them the benefit of research by heads of various college departments.

### THE DEMONSTRATION METHOD

The challenge mentioned earlier in this history--to show by practical results how farm business should be run--was met by setting up two demonstration farms. First was the Faunce Farm at Sandwich which had been bequeathed to the town for the purpose of demonstrating profitable practices in agriculture. The Paige Farm in Hardwich had been left by Calvin Paige, a former resident, in a trust fund requiring that the property be used to benefit agriculture. It became the second demonstration farm when its trustees and Director Hurd agreed that this would meet the terms of the trust. The Faunce and Paige Farms were outstanding examples of farms owned and operated by the Extension Service in Massachusetts. However, work on individual farms, owned and operated by farmers, later proved a better teaching method. The demonstration farms became more handicap than help and they were abandoned very early in the history of Extension work.

Demonstration orchards were established throughout the state to help interested farmers get started in apple production. In 1910 the results of this well organized, carefully planned piece of demonstration work were just about as varied as they would have been on the same number of privately managed farms. Some orchards were successful, others were good examples of what not to do. And that, perhaps, was just as valuable for demonstration purposes!

Field trials for improving grass lands by fertilization and reseeding were established around this time. Under the direction of the specialist in farm crops, they were set up with farmers in all parts of the state; this was the first use of the demonstration method to teach farm crops.

The demand of farm people to "bring the instruction to us here on our farms" was answered in 1913. In an automobile truck loaded with demonstration equipment, Allister F. MacDougall, later county director in Middlesex, visited farms, discussed farm problems, used his demonstration equipment to exemplify his instruction. His schedule called for week-long stops, or stops of at least several days, in each town. Sometimes demonstration meetings were arranged, sometimes he spoke at grange meetings. Primarily, he was to meet the farmer on his own place to discuss his individual problems. County agricultural agents were appointed in 1914 when the demonstration truck was discarded. The demonstration method itself remained. (Further details of Mr. MacDougall's work appear elsewhere in this history.)

### EXTENSION WORK AT THE COLLEGE

At the same time that direct contact with rural people was being worked out, the College was expanding its activities on behalf of those wanting to learn without enrolling in regular credit courses. A ten-week winter course included classes in soil fertility, field crops, breeding of



livestock, dairy bacteriology, veterinary science, landscaping, floriculture, farm accounts, rural sanitary science and community development. There were 178 men and women enrolled in 1909 and 1911. The first "farmers week" was conducted in March 1909. For those who could leave their farms only a few days at a time, from Monday night through Friday afternoon, days and evenings were filled with lectures and demonstrations, attended by 1384. Women had their own special section.

In 1911 Director Hurd wrote, "The summer schools of the last five years have commanded much attention, not only in this country but in foreign lands as well. These were the first summer schools of agriculture in which courses covered the whole sphere of country life."

Corresponding to farmers week which closed the winter school, a conference of rural social workers closed the summer schools. But in this case questions on community development were given more attention than practical farm problems.

"Special Days" at the College were a definite part of Extension work in 1909. For the most part the College faculty provided programs but the Massachusetts Poultry Association, the Massachusetts Fruit Growers, milk inspectors and vegetable growers, among others, cooperated. When the first "Polish Farmer's Day" was held in 1911, interpreters were present to talk to those who didn't understand English. The farmers were welcomed as guests of the College and the common bond, an interest in agriculture, was emphasized.

Recognizing the permanent nature of Extension work, the Massachusetts legislature, in 1912, appropriated \$50,000 for its support. This appropriation was continued in 1913 and the amount fixed for the succeeding five years. The struggle to secure this financial assistance is a story in itself. State agricultural organizations discussed the value of the work, critically examined the instruction that had already been given, carefully scanned proposals for the future. President Butterfield and Director Hurd pressed their demand, through the trustees of the College, explaining in detail how the money would be used. By the time the appropriation was finally made, plans were ready to be implemented.

### COMMUNITY ORGANIZATION

In 1912 Ezra L. Morgan was added to the Extension staff as community advisor. Operating out of the College, he began his work with the communities of Wilbraham, Brimfield, and Hardwick.

Although his work expanded into other towns later it was here that he proposed the organization of the first community council made up of groups and organizations, it was not a new organization, per se. Represented were the Grange, churches, town government (through a member of the Board of Selectmen), assessors, the library and other town groups which had a definite objective. The goal was to crystallize the changes and improvements proposed by the council into active program.

## 1914-1917: LOCAL CONTROL

Congress passed the Smith-Lever Act in May 1914 and immediately made \$10,000 available towards establishing an Extension Service at Massachusetts Agricultural College and the several counties. The U.S. Department of Agriculture and the College entered into an agreement that all Extension work of the Department be conducted through the College, and that the College accept Smith-Lever funds and expend them according to law and Department of Agriculture regulations. The Massachusetts Legislature accepted the provisions of the Smith-Lever Act (Chapter 721, Acts of 1914) and in June 1914 enacted a law (Chapter 707, Acts of 1914) authorizing counties to aid those corporations set up to promote agriculture and improve country life.

The act provided for organization of educational non-profit corporations but limited these to one in each county, and none in counties having county schools. If approved by the College and the county commissioners, a corporation was eligible to receive public funds appropriated to the county by the legislature. Each corporation had to maintain at least one or more advisor in agriculture and county life. Advisers had to be named by a committee composed of three members appointed by the corporation, three by the county commissioners, and one by the six. This "Advisory Board" had the real control of Extension work within the counties, as outlined in the Smith-Lever Act.

According to the Act county appropriation could be no less than \$1,000 and no more than the amount raised by the county corporation from other sources. However, a town might also appropriate money for demonstration work conducted by county advisers.

The legislature had proposed giving local people local control of agricultural Extension Service, certain of its rural members saw an opportunity to reserve for themselves and their constituents some "home rule." They therefore limited the Extension director's authority over locally appropriated public funds and locally contributed private funds. This is the major difference between the way Massachusetts and most other states carried out the provisions of the Smith-Lever Act.

This "home rule" policy for Extension was a natural outgrowth of President Butterfield's teachings. Towns which had been encouraged to develop their own business and social life naturally believed in their own competence. They looked on the Extension Service as an agency to give them technical assistance under local control and direction. In other states Extension in the counties had been organized under the name of "farm bureau." In Massachusetts the Hampden County Improvement League had been established to handle that county's Extension work. Yet the act passed by the Massachusetts legislature made no mention of any specific title for the county educational corporation.

Fortunately, businessmen and farmers alike took an active role in the growth of the county organization. They recognized that ample financial backing was a prerequisite for any educational work in the counties. Since state and federal funds were pretty well absorbed by the state office staff, the staff of a county organization had to be maintained by private sources and the county treasury. From the outset officers emphasized that, if they were paying bills



from local funds, they would tell employees what to do. This attitude has been a source of strength to Massachusetts county Extension Services through the years. Under Chapter 707, Acts of 1914, county farm bureaus were organized for the sole and distinct purpose of supporting Extension work. That Extension's purpose was solely educational was the accepted interpretation.

In every case the adviser was selected from persons recommended by the state Extension office and when appointed were given the title county agent. Agents never did like the connotation of adviser and since they were required for their franking privilege to use their official United States title--in Massachusetts, county agent--"adviser" logically was dropped. Usually a county agent was not employed until the farm bureau organization had a fairly substantial membership.

### HAMPDEN COUNTY, THE PIONEER

Hampden County was Massachusetts' pioneer in county Extension work. In 1912 and 1913 a group of Springfield businessmen, led by Horace A. Moses, joined county farmers in an effort to have "city and county work together." Generous and public-spirited, Mr. Moses believed that businessmen had a responsibility to contribute their knowledge and ability to the development of the area's farming and rural life. Their first task was getting the Hampden County Improvement League to work with county farmers, and the support of leading farmers assured the program's success. In May 1913 Clinton J. Grant and Albert R. Jenks were appointed county agricultural agents. Working with farmers on their own farms, giving instruction and demonstrations, they inaugurated the first official county agent work in Massachusetts.

### FRANKLIN COUNTY

Franklin County citizens were stimulated by the Hampden County efforts. In August 1914 representative farmers and businessmen met to establish a Franklin County Farm Bureau. Director Hurd outlined the work an agent, or agents, employed under local sponsorship would do, and Joseph W. Stevens was elected president. Under Stevens' leadership preliminary organization was completed, John D. Willard was named secretary, and cooperative arrangements with the Agricultural College and the county commissioners were set up.

In December 1914 directors of the farm bureau invited Sumner R. Parker, Hardwick, to a meeting at the Hotel Weldon in Greenfield. About 20 prominent businessmen and farmers questioned him on his farm experience, college training and connection with the Hardwick Community Program. They were particularly interested in his financial success with the business he had been managing for the Mixter Farm in Hardwick. After further conferences he was invited to become Franklin County agricultural agent. This experience, Mr. Parker noted, was common to all agents and indicative of the care local leaders took to secure persons thoroughly experienced in farm management. In 1916 Mr. Parker was succeeded by Joseph H. Putnam, who remained in the Franklin County Service until July 1942.

## HAMPSHIRE COUNTY

Hampshire County began its Extension work by incorporating the Hampshire County Farm Bureau in November 1914. Allister F. MacDougall helped it to get started. When the Bureau was ready to employ a county agent, Director Hurd was persuaded to release Mr. MacDougall from his demonstration work in the state so the county could hire him. He served as Hampshire County agent until 1920.

## WORCESTER COUNTY

The precursor, and the nucleus, of the Worcester County Farm Bureau was the Worcester County Alfalfa Club. One of those active in its formation was Charles H. White; and when the officers of the Bureau felt they had sufficient farmer backing and sufficient funds to employ their first county agent, they chose Mr. White.

## PLYMOUTH COUNTY

For two years Murray D. Lincoln had worked as an agricultural agent for the Plymouth County Trust Company, and many of the projects he initiated at that time were later recognized as legitimate county agent responsibilities. In February 1915 Bertram Tupper was employed as the first county agricultural agent of the newly organized Plymouth County Farm Bureau.

## NORFOLK COUNTY

Evan F. Richardson of Millis, an officer in the state grange and chairman of the Norfolk County Board of County Commissioners, took the lead in forming a farm bureau in his county. Under his guidance leading farmers organized a bureau in February 1915. Willard A. Munson, later to be director of the state Extension Service, served as Norfolk County agricultural agent from April 1915 to January 1920.

It was soon evident that the Norfolk Bureau would always be comparatively small. For one thing, the county was mostly residential. For another it had only a few commercial farms. But there was interest in vocational agricultural education, and an apparent need for a county agricultural school along the lines of those in Bristol and Essex Counties. A farm bureau established as a department in the school and responsible for Extension work seemed advisable.

In 1916 the county agent was asked to investigate possible locations for the Norfolk County Agricultural School and Walpole was selected. In 1917 the county agricultural agent's office was transferred there from the Dedham Court House and has remained there since.

## BRISTOL COUNTY

A meeting at the Dighton Rock Grange Hall in Bristol, chaired by George H. Gilbert, director of the Bristol County Agricultural School, led to formation of the Bristol County Farm Bureau. Leading farmers decided they wanted Extension work and in February 1915 Ralph H. Gaskill, who for two years had been instructor in animal husbandry at the Bristol School, became the first county agricultural agent. A 1913 graduate of Massachusetts "Aggie," Mr. Gaskill was one of the students who had been extremely interested in Extension work while still in college. He was the first county agent to help farmers secure northern-grown seed potatoes and served on the committee which went to Maine to select seed from disease-free fields.

## BERKSHIRE COUNTY

In July 1915 a group of Berkshire County business and farm leaders met to discuss a county organization to promote agriculture. John Buckler of Pittsfield and Nelson A. Roberts of Williamstown, who had organized and incorporated the Berkshire County Farm Improvement League, played a major role in the ensuing membership campaign. However, it was May 1916 before the county organization was completed and Fred E. Peck of Wilbraham was employed as county agent.

## BARNSTABLE COUNTY

Since 1910 Extension work in Barnstable County had been in progress with headquarters at the Faunce Demonstration Farm. Then in 1916 it was decided to take advantage of Extension funds for county agricultural agents and form a county organization. A county-wide meeting resulted in the Cape Cod Farm Bureau. This was the first county in the state which chose a name other than that of the county for the name of its farm bureau. It proved a significant forecast of the promotional ideas developed by early supporters of Cape Cod Extension work. Laurence B. Boston, formerly a full-time employee on the Faunce Farm, was the first county agricultural agent.

## ESSEX COUNTY

A farm bureau organization was not formed in Essex County nor was there much attempt to organize one. But trustees of the Essex County Agricultural School and Director Fred A. Smith decided a county agricultural agent should be hired. F. Howard Brown of Marlboro, a graduate of the Agricultural College and a successful farmer, was selected. He began work in October 1916, resigned the following year, and was replaced by Ralph H. Gaskill, who had spent two years as agent in Bristol County.

## DUKES AND NANTUCKET COUNTIES

Farm bureaus were organized in the island counties of Dukes and Nantucket in July 1917, primarily to support a county agricultural agent and a home demonstration agent who would spend most of their time promoting food production and food preservation. In September 1917 Paul E. Alger was appointed county agricultural agent and Willamay Toland, who had been employed by the food administration before the farm bureau was established, became the first home demonstration agent that June. Two years later food administration funds were discontinued; and since the county commissioners felt the work was too costly for the few taxpayers in the two counties, the program was dropped.

## MIDDLESEX COUNTY

Middlesex was the last major agricultural county to be organized, possibly due to the urban character of its population, or perhaps because it was served by the Boston Market Gardeners' District. In any case it did not seem to need additional county Extension help. However, under the leadership of Nathaniel I. Bowditch and Mrs. James A. Storrow, a farm bureau and a home economics council were finally organized. This was, by the way, the first county to organize Extension work in agriculture and homemaking at the same time. The Middlesex County Farm Bureau hired John D. Abbott as county agricultural agent in April 1917 and Alma G. Halbower as home demonstration agent a month later.

## A CONTRAST: EXTENSION NEEDS, NORTH AND SOUTH

Unlike the southern states Massachusetts did not have a problem threatening the very foundation of farm life. Unless the South won its fight against the boll weevil, the cotton crop was doomed. Demonstration work in the southern states, therefore, had to prove cotton could survive by the defeat of the weevil. In Massachusetts the economic farm management and development of an entirely new enterprise, the commercial orchard, were the features which merited most attention in the early days.

Among the market gardeners Extension work developed somewhat differently. The Boston Market Gardeners' Association, one of the oldest in the country, was made up of farmers who for many years had produced and marketed their vegetables directly to wholesalers within the Boston market. These men had great confidence in Harold F. Thompson, professor of market gardening at the Agricultural College since September 1907. He had long urged the College to put within easy distance of Boston, lands that could be used to give demonstrations for market gardeners. In November 1914 the Boston Market Garden District was organized and the executive committee of the Boston Market Gardeners' Association was designated its local sponsoring committee. Mr. Thompson became district agent, conducting Extension work on a demonstration basis much as county agents were doing. The Boston Market Garden District contributed to the district agent's salary. But Mr. Thompson found it difficult to set up demonstrations for



commercial market gardeners. The high value of their land worked against any desire to experiment; thus the only feasible procedure seemed to be the purchase of land for a demonstration farm. Through the efforts of Mr. Thompson and the Association's executive committee, a bill was passed appropriating \$8,000 to buy land and equipment to establish farm demonstrations in market gardening. Their first location was a rather limited area in Lexington. Two years later the Warren Farm in Waltham became available.

The Lexington land was sold and the Market Garden Field Station, as it was then called, was transferred to its present location. Like the county agents, Mr. Thompson started Extension work by issuing a little pamphlet; his FIELD STATION JOURNAL, first published in August 1915, continued through the years as a medium to describe Extension activities as they relate to market gardening.

In 1923, Ray M. Koon succeeded Mr. Thompson, who left to conduct his own market garden farm in Seekonk.

### "FOOD WILL WIN THE WAR"

"Food will win the war". . . and it did!

This was the slogan used to rouse people to the need of increasing food production. Most historians who write about the World War of 1914-18 testify to its success.

It goes without saying that Massachusetts farmers did their part, contributing 50,000 acres of increased major farm crops. People in towns and villages raised food in home victory gardens and canned and preserved their products. Early in 1917 it was evident that the food situation would become critical. Railroads and other transportation, which in peacetime brought in great quantities of food, were taxed to the utmost to transport troops and war supplies. Local production of foodstuffs became more important than it had been for many years. The Massachusetts Committee on Public Safety appointed John D. Willard, one-time secretary of the Franklin County Farm Bureau and later director of the Extension Service, as secretary of a committee on food production. County farm bureaus appointed food production committees in counties, towns and cities. The advisory boards, augmented by additional prominent men and women of the county, served as food production committees and set up town and city food committees to handle the work.

Throughout the state, county agricultural agents served as secretaries to the county food production committees. There were 20 men and six women on the county staffs when the program started, but it was soon obvious that more were needed to make people understand the importance of increased food production. In two months' time these staffs expanded to 30 men and 14 women and the office force in county farm bureaus doubled from ten to 20. In April and May of 1917, the county staffs assisted at some 400 meetings and held numerous consultations with town committees, which had by then been organized in 244 towns.

Many professors on the regular teaching staff of the Agricultural College cancelled those classes which had dwindled to negligible size. They volunteered their services to the Extension Service to assist on the food program.

The State Department of Agriculture had received an appropriation of \$100,000, supposedly to purchase farm machinery to increase production. Machinery was routed--by the county agent's office, for the most part--to those farmers who could apparently use it to best advantage. The teacher volunteers selected sites which city committees could use for community gardens and they aided the committees by teaching owners of tillage machinery how to prepare the land for use. They conducted schools to instruct supervisors of community and factory gardens on what seeds to select and how to plant them. They taught them about spray materials and the best methods to control the insects and diseases which affect gardens, potato patches and field crops. They helped to purchase and distribute seed potatoes. Since local seed corn was poor in the spring of 1918, they located good, out-of-state, tested sources and recommended these to farmers who wanted to increase their corn acreage. Thousands of corn samples were tested; the best supplies of local corn were reserved to be used for seed throughout the state.

Selection of fertilizers was most difficult. Farmers had been taught to use potash but its sources were all in German territory. Fertilizers without potash had to be used. Nitrogen fertilizers were hard to get but carloads of nitrate of soda were shipped in under government sponsorship, and distributed by the county agents to those farmers who could best utilize it.

Another problem was labor. This was partially solved by enlisting school boys. In 1918 the farm bureaus reported that the county agents had made 1600 individual placements of school boys on farms; an additional 900 were available through the school boys' labor camps.

Women agents in the counties worked side by side with the men. Where possible they met with groups of women to teach food preservation by canning. They arranged to buy jars by the carload, then distribute these to the various community committees. They organized girls' labor camps. They trained girls and women to do emergency work, selected and trained local leaders for youth work, urged boys and girls in group work to center their efforts on food production, mostly gardens and canning. Then they organized committees to judge and award prizes for the best food produced.

The teamwork displayed by the Extension Service in this period was a fine example of how organizations undertake emergency public service. Similar activities in other states stimulated food production to such an extent that tremendous problems resulted, forecasting the farm problems of the Twenties and the depression years which followed.

## 1917-1918: LEGAL WRANGLES AND NEW LAWS

This was a period of rapid change in administering the affairs of the Commonwealth as departments, boards, bureaus and commissions gradually took over authority formerly exercised by towns, cities and counties. In 1917 a constitutional convention was called to clarify the scheme of organization and to recommend a constitutional amendment providing that funds raised by taxation could be expended only by persons or agencies publicly elected or by their appointees.

Chapter 707 of the Acts of 1914 had authorized a partnership of public and private interest; county commissioners had been empowered to allow the expenditure of public funds under a joint board representing a private membership corporation and the county government. Then, in 1918, the recommendations of the constitutional convention were adopted and the Extension Service had to seek new means to support county agents and their work. The Extension director, the College president and others on the College staff proposed a law which would make the county organization part of a state and national system of Extension education (The Smith-Lever Act, 1914). Department of Education members, on the other hand, proposed a law making the county organization part of the state vocational teaching system. And the farm bureaus proposed a third measure, setting up in each county an educational corporation which would be independent of both the Department of Education and the Agricultural College; this would have freed each county to trade or contract with whichever state department offered the most financial assistance.

The three proposals had one thing in common, authorization for county commissioners to apportion part of the county tax funds to support Extension work. At the time proposals for the new law were being made, state and College administrations were wrangling over whether the College president and board of trustees or the State Department of Administration and Finance held authority over the College. The contest, though, was merely an incident in the whole conflict. Farmer members of the legislative Committee on Agriculture, before whom the bill was heard, were determined to write a law reflecting their desire for "home rule." Many of them were prominent in their county farm bureaus, familiar with farm bureau operations, loyal to the county organizations. They were resistant to centralizing what had been local authority into state departments and commissions.

The Committee on Agriculture finally threw out all the proposals and drafted one of its own-- it had no intention of letting support for county Extension work lapse through lack of legal authority to secure public funds. Its members wanted assurance that complete authority would remain with local boards or committees; and they decided that the county commissioners, as representatives of local county governments, were the logical public officials to determine the amounts to be expended for Extension work. The commissioners, they felt, should appoint the controlling body which would supervise outlay of funds, employment of personnel and the work to be undertaken. They wanted the group in control of Extension to be authorized to work with the Agricultural College, the U.S. Department of Agriculture, the State Departments of Agriculture and Education and with any other publicly appointed and supported departments and agencies which might have funds to allocate within a county. This determined group of men drafted Chapter 273, Acts of 1918, reported it to the Legislature, defended it against all attacks and secured its passage. It was signed by the Governor on May 31, 1918.



Centralization of authority in Massachusetts government continued for many years. However, the county Extension work remained singularly apart, allowed to grow and expand as its effectiveness developed. The county commissioners, proud of their county Extension organizations, could truthfully say that none ever suffered seriously from lack of funds.

Farmers considered the Extension Service as much theirs when supported by tax money as when paid for by their farm bureau membership fees. The new law relieved county Extension officers and agents of the chore of conducting membership campaigns to raise funds for their own salaries. Fear that specialists in the state Extension staff would find relationships with the counties difficult proved groundless. It is a tribute to the management of the county organizations, county agents and College trustees that, since 1918, county organizations and staff have accepted College leadership on its merit, not because of any legal responsibility to state supervision.

### 1919-1929: A CHANGING FOCUS

(Editor's Note: The 1919-1929 period was of special significance in the history of the Massachusetts Extension Service. In earlier years the emphasis had been on organization problems or wartime emergencies. Now came the decade of the Twenties, a time to develop the basic skills and techniques which would lead to greater success in the field of informal education. This period ended with the depression of the Thirties and the advent of new federal agricultural programs. It was 15 years later, after World War II, that the Extension Service had a second opportunity to develop procedures that were not emergency measures.)

A period of community development followed the food mobilization work of the war period with each county agent holding a series of community planning meetings. In Massachusetts the highest development of community work was reached in Franklin County. There meetings were held in each community to decide what efforts were most important and which contributions by county and state staffs would be most effective. Questions prepared prior to a meeting usually brought out the underlying factors which were controlling conditions, for good or bad. An outline of work for the entire year was expected to result in better conditions. When the people involved took part in planning, it was easier to find the right ingredients than when suggestions came only from the staff. By combining the county programs the state leader's office made up a plan of work which included those features necessary in all counties. In cooperation with the agents in each county, the state leader worked out a schedule of events and apportioned the time of the specialists.

But the pressure of handling community programs in the county office was tremendous. County agents found themselves spending more time trying to discover what to do than they could later spend doing it. The procedure finally had to be abandoned.



## THE NEW DIRECTION: COMMODITY AND INDUSTRY

About this time the development of the automobile and good roads made it possible for rural people from wider areas to get together. The result was a friendlier feeling among farmers engaged in similar types of farming. Before long, poultrymen began asking for meetings devoted to their special interests, dairymen started working together, market gardeners wanted programs directed to their particular needs, fruit growers insisted their work be centered on fruit farms rather than farms in general. And so the basis was laid for Extension to develop according to commodity or industry. By 1929, practically all Extension work was being conducted along these lines. By 1932 state committees in dairying, fruit growing and poultry husbandry would be developed.

In the early days demonstrations were the keystone around which other Extension activities were built. Certified seed potatoes were compared with home-grown seed, the yield of fertilized haylands with unfertilized, well-sprayed orchards with those left unsprayed, production from culled poultry flocks with that of uncultured flocks. Comparisons of demonstration fields became the subject matter at meetings and lectures and the core of news articles and circular letters. This was all part of the teaching job. However, Extension workers considered their duty more than explaining farm practices; they wanted to secure their adoption.

One of the devices they used was an educational campaign in which the techniques and talents of the specialist, the county agricultural agent and the farmer were coordinated into one grand effort aimed at persuading people to adopt a specific practice. At first county agricultural agents sometimes had two or three drives going on simultaneously, but within a few years the educational campaign fell into its proper relationship with other methods, and it was then used only in phases of Extension teaching where it promised to be highly effective.

The first campaign of this sort in Massachusetts was held in Hampshire County in 1924. Called the "Grow Healthy Chick Campaign," its goal was to get poultrymen to eliminate disease in their flocks of growing stock. Techniques acquired in wartime were used to convince farmers that certain rules and practices would bring definite results. Over 200 county poultrymen enrolled in the program, received free instruction and, later, a series of home visits and personal guidance from their county agricultural agents.

Farm visits have been an excellent method of stimulating better farm practices. Farmers have always enjoyed having the county agricultural agent and the Extension specialist call at the farm and spend an hour or two discussing bothersome problems. And all county agents like this part of their work. Unfortunately, over the years it has received less attention because the increased amount of work outstripped the amount of time available.

## THE OFFICE

No description of Extension workers' duties during this period would be complete without mention of the county agent's office. In a county with some 2000 families, contact with the people

depended to a great degree on the usefulness of this office. Here complete mailing lists of farm people classified according to major interests were maintained. When a matter of importance to dairymen, for instance, came up, the county agricultural agent had on hand a list of dairymen whom he could notify of a meeting, send a description of a new practice or change in regulation, or question about the dairy industry.

It was to the county office that farmers came for assistance. They came to inquire where to get certified seed, what sort of fertilizer mixture would produce bumper hay crops, where to buy disease-free baby chicks, how to apply for farm loans, where to sell milk. Agricultural agents found it necessary to spend more time in the county offices in order to meet these demands.

Extension administrators have given maximum attention to the county program's development. But the question of which system has been most effective in that development remains unanswered.

Perhaps its success has depended on many factors and it is probably the work itself rather than the system that is important. In brief, the question of how county agents and Extension specialists know what to do is answered by the farm people. In some form or other, and in conference with Extension administrators, county agents and specialists, the farm people determine in advance what problems are important and, in large measure, what will be done about them.

### TOOLS OF THE TRADE

Competition for recognition has always been an incentive to promote accomplishment; and contests have been an effective means of stimulating Extension activity. Take the "300-Bushel Potato Club," a great aid to good practices in potato growing. To succeed in this club, a farmer had to produce a commercial crop yielding an average of 300 bushels per acre on a reasonable number of acres. The 300-bushel contest was a good way to interest farmers in the detailed production procedure needed to attain high yields.

Another illustration of the contest method is the "Ninety Percent Clean Apple Club." Profits from apples usually depend on the fruit being relatively free of disease and insects. To qualify for membership a farmer had to grow a crop of apples, on a commercial acreage, which would be 90 percent free from damage. Those who met this high requirement were, in fact, an aristocracy among the apple growers. As in other contests, participants had to enroll early in the year and adopt specific plans for control of defects.

Beginning about 1929, PROGRAM HINTS was issued monthly to organizations like the grange and the farm bureaus. Designed as source material for all Extension divisions, it enabled local people to prepare presentations without assistance from Extension staff.

Through the years correspondence courses had been going on, but by 1929 their number had been materially reduced. For one thing the courses could no longer be offered free and students had to shoulder their share of the cost. For another, the automobile made it possible for farm people to get to meetings with comparative ease. For a third, through radio and news services developed by the College, they could easily keep up to date without taking correspondence work.

Radio came into use about 1924, and the first programs aired were correspondence courses on such topics as poultry, flower-growing and farm management. So many enrolled that the Extension Service had to begin charging for paper and mimeographing costs. This lowered the enrollment and later programs switched to a format of "Farm-House Forums," in which state specialists answered questions sent in by listeners. In 1931 a syndicated radio program was started with John C. Baker, assistant Extension editor, in charge. For a number of years it was sent to all stations in the state, to be used whenever and however they wished.

Visual aids were also developed by the state office, beginning with lantern slides to illustrate lectures by specialists. These were supplemented by motion pictures and later by kodachrome slides. Within a short time every county owned or had access to equipment for showing slides and movies. Charts and graphs and kits of many types of materials were prepared and distributed to the various counties.

Publications provided by the state office were sent to farm family subscribers either directly or through the county Extension office. Printed or mimeographed and filled with instructions and directions on various phases of agriculture and home economics, millions of pieces of material went out each year. Eventually several hundred subject matter bulletins were available. When G.O. Oleson became state Extension editor in 1926, the news service was made a weekly feature. Items on agricultural and home economics were sent to daily, weekly and farm newspapers and to area radio stations. Special features were written for the main farm papers circulating in the state. In addition the state editorial office sponsored schools to provide training in news item preparation and in radio and allied fields.

### 1926-1941: PERIOD OF EXPANSION

In 1926 Willard A. Munson succeeded Mr. John D. Willard as director of the Extension Service. Using increased funds from federal sources (as the Bankhead-Jones Fund of 1935), this energetic leader brought a more comprehensive service to the rural people of Massachusetts. New work was established and old work was reinforced by additional workers and broadened programs. The expanded Extension program in farm management and marketing became agricultural economics. Plant pathology, forestry, agricultural engineering, community organization and recreation, child training and parent education, home furnishing and home grounds improvement were added. To expand the work of county agricultural agents, James W. Dayton was named county agricultural agent-at-large; staff additions were provided for home demonstration and 4-H work. A radio editor was employed.

From about 1930, when the depression really got underway, to 1941 and even later, Extension workers took an active part in the various federal programs. For almost all these programs, the Extension Service was expected to handle the educational phase and materials.

Between 1926 and 1941 there was a growing use of committeemen in Extension work. In part this was because of the increased volume of work which county agricultural agents faced; it was also due to the greater confidence between local agricultural leaders and Extension staff. Leaders and committeemen developed programs, led meetings and took care of more and more of



the detailed work connected with educational programs in their communities. In Massachusetts "county rural program planning" was initiated in the fall of 1935. In 1935 and 1936 program-planning committees were organized in almost every county. A handbook of economic information was prepared to help committee members understand objectives and problems and estimate county production trends. The discussion and study group method of carrying on agricultural meetings was quite popular between 1934 and 1937 with groups conducted in most counties and used by nearly every commodity group. In many cases members worked from specific assignments, reporting on these at the group meeting. Experiment station results and economic situations were among the topics which Extension agents reported.

Rural policy or land use committees began their first full year of operation in 1939. Representing local, state and national agencies, the committees sponsored the first rural policy work on a town basis in seven of the eleven agricultural counties. Among the obstacles which they hoped to alleviate were high cash requirements of a farm business, insect and disease losses and lack of opportunity for young people.

### DISASTER AREA

In March 1936 the Connecticut Valley was among areas in the state visited by a ravaging flood. River waters rose to unbelievable heights never before recorded. Barns, houses, highways and farmlands were destroyed with heavy losses to all in range of the damaging waters. For a time Extension agents discontinued all other activities to work with relief agencies in helping farm people in the badly battered sections.

On September 21, 1938, at the end of a period of torrential rainfall, a tropical hurricane swept the Valley. The disaster was greater, in proportion, than any which had struck New England in 150 years. Again Extension agents were called on to conduct surveys of the damage and to supply this information to agencies throughout the state. The value of property damage was estimated at \$15,000,000. The Extension Service issued directions for resetting trees and anchoring them to restore production. It took the lead in supplying information on how to rebuild poultry houses and dairy barns, though in the case of dairy barns, the principal damage was loosened roofs. In the Connecticut Valley 487 tobacco barns were destroyed.

The Extension Service--along with the Federal Surplus Commodity Corporation, the Farm Security Administration, the Farm Credit Administration, the Disaster Loan Corporation, the Red Cross and the New England Timber Salvage Corporation--worked endlessly to help farmers and homemakers salvage what they could.

A Massachusetts farmers defense board came into being in 1940 with subcommittees on food, fuel, feed, supplies, transportation of power, credit and finance. The Extension Service, through its department of agricultural economics and farm management, was asked to secure a great deal of information and present it to the defense board. In April 1941 came the Lend-Lease Act, which meant greater production of certain items both for domestic needs and for export to Great Britain. Of course the educational features of this program fell upon the Extension agents in the counties.



## DEPRESSION: 1929-1936

In the boom days of the Twenties, farm operations expanded to meet anticipated domestic and foreign markets. The result was increased farm debts. Higher tariffs of 1930 and the demand for payment of war debts caused restrictions in foreign trade. Quotas and trade barriers raised by other countries against our export of farm crops turned surpluses that had formerly been shipped abroad back to domestic markets. First hit were the grain-producing farms. Farmers were forced to stop buying manufactured goods, and even though they increased crop production in an attempt to maintain farm income, the glutted markets forced prices down. Suddenly the stock market reacted against over-expansion, causing a complete business collapse and the worst depression the country had ever known. Farm prices plunged to their lowest levels in 50 years.

For years the Extension Service had preached farm and marketing improvement, but improvement required investment. When all the income was needed to supply family necessities, nothing was left for improvement. The Extension Service had to adjust its program. Its initial step was developing information which would explain how the situation came about. Farmers listened eagerly to masses of statistics on the supplies of farm products, normal domestic consumption and the volume of former foreign trade. Farm people probably became the best informed class of businessmen in the country! The graphs and curves on charts kept by Extension workers grew as familiar as the road from home to town.

The central plains had been hit by the depression several years before Massachusetts. But as low prices for tobacco and onions wrecked their business, farmers in the Connecticut Valley began to feel the full effects.

In 1930 the farmers and businessmen joined the Extension Service to look for a remedy. All resources of state and county Extension offices were directed to the relief of the situation. In the spring of 1931, a committee of farmers, businessmen and Extension workers prepared and printed an ADJUSTMENT PROGRAM FOR THE CONNECTICUT VALLEY. It called for a reduction of 3000 acres of tobacco, an increase of 3000 acres of potatoes, improvement in methods of raising tobacco, onions and potatoes. This program, locally sponsored, was two years ahead of any national adjustment proposal.

The state's dairymen pooled the memberships of separate county associations to form the Massachusetts Federated Dairies, Inc. Backed by the new organization, they pushed for legislation to establish a state milk control board with authority to fix milk prices to producers and, under certain conditions, to fix the resale price to consumers. Plymouth County poultrymen, through their agricultural agents and specialists, investigated the possibility of getting a greater share of the price paid by the consumer for eggs and poultry sold cooperatively. After months of preparation the "Brockton Cooperative Egg Auction" was established, instituting a program for better egg quality and more uniform egg production that would continue through the years. In 1933 regional credit corporations were organized to provide working capital for farmers at normal rates of interest.

This was a trying period for Extension workers. Like other public officials their salaries were cut, expense accounts curtailed and work loads increased. Massachusetts was fortunate not

to have a drastic cut in the number of persons employed. Still, it was difficult to watch prosperous farmers financially wrecked by national and international influences entirely beyond their control and be unable to help them.

Farm families had to learn to make the most of what they had, and this became the main theme of Extension work. Since families had to "live at home" as much as possible, home economics workers needed help from local leaders. The number of volunteers went from 2000 to almost 4000 in order to expand home services. Emphasis was on producing more of the family food on the farm because, though food and other commodities were cheap, cash to buy them was scarce. Health and nutrition were taught from the standpoint of protection. Family and farm expenditures were studied from the angle of getting the most for your money. Community affairs needed more attention. Many groups were concerned with preparing good school lunch programs at moderate costs. New menus were prepared and demonstrated for church and community suppers. Home economics workers were consultants on programs for welfare departments in cities and towns. Special effort was made to reach women with families.

Since restricted farm budgets made clothing renovation necessary, the clothing specialist and the home demonstration agents taught women to make "new clothes from old." Considerable planning was devoted to food preservation and production to help welfare organizations in cities and towns.

### FEDERAL RELIEF AND WORK PROJECTS

The winter of 1933-34 saw distressing unemployment among working people and the Civil Works Administration (C.W.A.) was set up to provide employment. The State Department of Agriculture was designated to supervise the farm projects, and because it had no local or county organization, it asked the county agents to assist. The three principal projects in Massachusetts were dairy barn sanitation, removal of old apple trees and a knitting program for women. The county agent's office became headquarters for this rapidly expanding program, the agent recommended a county supervisor and town foreman for each project. The dairy sanitation program included cleaning dairy barns and dairy houses, whitewashing or painting them. With C.W.A. crews doing the work and farmers supplying the materials, thousands of dairy barns were renovated. Probably the most popular undertaking was the removal of useless apple trees and disease-harboring cedar trees near commercial orchards. From the standpoint of disease and pest control for fruit-growers, the project was very beneficial; and many persons who would otherwise have been unemployed that winter earned some welcome dollars.

During those hectic days county Extension offices were cluttered with axes and saws, brushes and yarn--project materials waiting for distribution. Equipment was often carried to crews in different parts of the county in the county agent's car. For a time the county Extension staff was pretty well loaded down with administration of this program. The state Extension staff, though called on for technical advice, had no direct responsibility.

In 1934 the canning project under the Economic Recovery Act (E.R.A.) was assigned to Professor William R. Cole, Extension specialist in food preservation, who worked out a system

of gardens to produce vegetables for canning. Canned vegetables were distributed to needy families by the welfare board during the winter. Twenty-eight garden areas covering approximately 500 acres were established in 28 cities and towns. Thirty-two canneries were set up in connection with the gardens.

The tremendous and rapid expansion of these emergency programs is a dramatic illustration of the possibilities inherent in Extension work.

### 1933-1940: NATIONAL FARM PROGRAMS

National farm programs for agriculture were established to offset the effects of depression years which had brought disaster to thousands of farmers. The U.S. Department of Agriculture administered these programs, the Extension Service was responsible for all direct contact with farmers, particularly the educational features of the programs were handled by Extension.

In 1933 came the Agricultural Adjustment Act. This was an omnibus measure authorizing production restraints and benefit payments and also the alternative or coincidental use of other devices to improve the condition of farmers, notably market agreements. In 1936 the A.A.A. was replaced by the Agricultural Conservation Program which put new emphasis on maintenance of soil fertility, prevention of erosion and stabilization of the supply of farm products.

In 1934 the federal emergency list included tobacco and corn hog adjustment, milk marketing agreements, a poultry hatchery code, C.C.C. camps, farm credit, rural rehabilitation. Extension people cooperated fully on all these programs, which was not always the case in other states. In Massachusetts, Director Munson insisted that the duty of Extension workers, insofar as possible, was to keep farm people completely informed on matters related to federal programs. He further insisted that the staff cooperate in carrying all programs to completion. The result was a unity exceeded by no other state.

### 1941-1945: THE SECOND WORLD WAR

The Second World War, like the first, placed heavy responsibilities on the Extension Service. Continuous effort was required in organization, in development of local leaders, in coordinating Extension with other agencies assisting farmers to maintain or increase production. Questions of supplies, farm labor, scrap salvage, informative surveys, dim-out and black-out requirements (even to blacking-out chicken houses), machinery rationing, farm transportation--these took the place of production and marketing peacetime Extension programs.

County agricultural agents assumed new obligations. They organized and carried out complicated wartime activities affecting farmers and rural people. They served as secretaries of county war boards. They were called on by local selective service boards in regard to deferments of farm workers. Every farmer who needed a new piece of machinery wanted the county agent to try to get it for him.



Transportation problems, gasoline, rubber and labor scarcities, all brought a corresponding change in emphasis to Extension methods. Meetings were fewer and county agents began to rely on circular letters and special printed material. Newspapers and radio became more important as a means of reaching many people quickly. On top of all this was the increased demand for personal services. Farmers who wanted new materials or interpretations of rulings and directives beat a path to the agricultural agent's door.

At the annual Extension conference in December 1941--a week after Pearl Harbor--the wartime responsibilities of the Extension Service were considered under four major headings: food production, health and nutrition, morale, post-war planning. A neighborhood leadership system to cover the rural sections of all Massachusetts towns and cities was set up and a central committee in each town authorized as the rural war action committee. Neighborhood leaders, known as Minutemen, were each responsible for getting information to 10 or 20 families "down the road." Later Minutewomen were added. Some were appointed, others volunteered to keep their neighbors informed on rationing, food conservation and all the other regulations which were affecting their lives. Eventually, outlying rural families as well as farm families were covered.

A statewide publication, THE TOWN CRIER, was issued once a month to give committeemen and Minutemen and women pertinent information on wartime developments and activities. Most county offices supplemented THE TOWN CRIER with items of local value. WAR LETTERS went out periodically from most of the county agricultural agents. The effectiveness of the Extension system is indicated in a comparison with other contact methods. For example, on the matter of scrap collections, 79 percent of those contacted by Minutemen plus others turned in scrap. Sixty-seven percent of those contacted by Minutemen alone contributed but only 48 percent of those contacted by other methods. Those not contacted by anyone contributed 27 percent. Programs were implemented by specific assignments such as ordering farm machinery, surveys of farm labor needs, nutrition education and more home-grown roughage.

### COOPERATION WITH OTHER AGENCIES

In all of its war work Extension worked closely with federal agencies and state groups. A good illustration is the farm machinery repair program. At the request of the State War Board, special training schools on repair of farm machinery were set up by representatives of the Farm Security Administration, agricultural vocational education and the Extension Service. The program involved having the county agents find out what farm machinery was available, either for sale or for trade, and making it available to those who needed it. To get the project under way, a full-scale publicity campaign covered the entire state.

During the fall of 1942 and the winter of 1943, educational work on Extension production programs was at low ebb. The county agricultural agents and specialists were mostly concerned with questions of wartime limitations, regulations, price programs, rationing, farm labor and the like. Most county agricultural agents devoted approximately 75 percent of their time to wartime activities; specialists provided informational material and interpretations and contributed time to the actual field work. The Minutemen, it is interesting to note, reached a total of 1566 at one time.



In 1943 the Extension Service was given responsibility for the farm labor program. This was an entirely new field of endeavor since the labor program had formerly been handled by the U.S. Employment Service. An economist in farm management served as executive secretary of the farm labor program, farm labor assistants were appointed in each county. Selective war boards continued to use county agricultural agents to determine the qualifications of farm workers for deferred classifications. The agents performed conscientiously, winning universal respect from selective service officials.

The victory garden work in Massachusetts was set up somewhat differently than most war activities. It was headed by a committee appointed by the Governor, but Extension did the lion's share of the educational work. The driving force behind this work was William R. Cole, Extension specialist in food preservation. Not only were tons and tons of vegetables produced in home gardens, but homemakers canned millions of jars of food for winter use. In each of the war years, between 350,000 and 400,000 victory gardens were planted in Massachusetts.

The complete story of Extension's wartime activities is difficult to put down, and even if space were available here, it would be next to impossible to do justice to the heroic role Extension played.

### MID-CENTURY: A TIME FOR CHANGE

Following World War II the state Extension agricultural program went through two decades of dramatic change. In retrospect, these changes seem crowded one upon another. In fact, they developed gradually, sometimes almost imperceptibly, over a period of years. Few time-honored activities were dropped completely, but there were changes in emphasis. Director James W. Dayton revitalized old programs and added new ones during this period. A consumer education marketing program was established; a similar program for wholesalers, retailers and food handlers followed. He coordinated these activities both on a state and regional level. Director Dayton had a vital part in the development of farm and home planning--a group approach to help rural people solve their problems. He originated training programs for professional and non-professional Extension personnel to improve their overall efficiency. He reshaped procedures for effectively determining and developing agricultural programs with the help of, and based on, the needs of local people. As Extension adjusted to meet the needs of a changing economy and a changing social structure, there were massive advances in organization, in programs, in technology. And most of them did not come easily.

Despite the difficulties Massachusetts was among the first states to recognize the need for change. It pointed the way that Extension would follow in other states as they became more urbanized and industrialized. Massachusetts Extension workers may well be proud of their state's pioneering role.

### THE AGE OF SPECIALIZATION

During these mid-century years Massachusetts farms became larger, more specialized--and fewer. The changes that brought this about included population increase, expanding industrialization,

higher taxes and other fixed costs. With them came higher standards of living, urban and suburban spread into previously rural areas, new roads and superhighways, greater opportunity for off-farm employment. The need for larger incomes to meet rising costs meant the disappearance of the subsistence farmer. Many small-farm operators could earn more by working in nearby industrial areas. Many were able to sell their farms outright at favorable prices. The small enterprise had become an uneconomic unit.

Those who did remain farmers could earn adequate incomes by increasing the size of their operations. Technical developments coupled with vastly expanded mechanization made this possible, but also made specialization a necessity. The investment in expensive machinery and equipment often equalled the value of the farm itself. Unless it was used to capacity, there was no profit. Few farmers could afford to produce more than one type of product. The style of farming had to change and agriculture in Massachusetts rapidly became almost entirely commercial. But the volume of agricultural production was either maintained or increased. Even though the number of dairy farms shrank from 20,000 to 6000, the number of cows per farm doubled; production remained constant. The number of poultry farms was reduced to one/fifth but egg production increased. Apple production stayed at the old level in spite of a reduction from 1600 to 400 in fruit farms. Potatoes and other enterprises had similar histories.

In 1964 the value of Massachusetts farm products per acre of open land was listed as \$315, one of the highest valuations in the nation. Gross farm income averaged \$15,000 compared with \$9300 nationwide. And as the character of farming changed, Extension Service and staff organization changed with it. More and more, programs came to be designed specifically to serve commercial agriculture.

### ORGANIZATION AND PHILOSOPHY: A BROADER BASE

When Massachusetts State College became the University of Massachusetts (1947), certain organizational changes and wider responsibilities for Extension were inevitable. Excerpts from a report by Donald P. Allan, assistant to the Dean, College of Agriculture (MASSACHUSETTS ALUMNUS, 1964), indicate their scope:

"...As the structure of a university began to take shape, the School of Agriculture and the School of Horticulture were combined into a new School of Agriculture and Horticulture (1950). By including the Stockbridge School of Agriculture, the new school brought together under one academic dean all agriculture instruction programs (two-year, four-year and graduate), the agricultural experiment station, and Extension work in agriculture and home economics... This consolidation established a single administrative office through which related programs could be integrated and adjusted... University administration hoped that the newly-created school would make it easier to deal with effects of changes in society, the economy and, particularly, in agriculture on the University's agricultural programs..."

The School of Agriculture and Horticulture was renamed the College of Agriculture on July 1, 1955. Other changes followed under Dean Dale H. Sieling and later Dean Arless A. Spielman. Departments were combined, the department of environmental science was created, additional steps centralized administration and made the College of Agriculture a more integral unit of the University. A new job assignment policy reflected one important change in Extension philosophy. Previously each College of Agriculture staff member had been assigned to only one type of service--teaching, research or Extension. (If he did any work in the other two, it was as a volunteer, and on his own time!) The revised policy made each member a specialist in a single phase of Extension work; and as a specialist he could be required to divide his time between two and sometimes all three categories. This higher degree of specialization was accompanied by a greater depth of scientific knowledge. Many workers were now able to report and teach the results of their own research. (Extension specialists were no longer the sole spokesmen for their departments.) The county agricultural agent could call on a larger number of University scientists for support. These measures helped Extension meet the complex technical needs of the large commercial farmers, who were ready and eager to use every scientific advance.

A second philosophical change was the redefining of the term "agriculture." Formerly used only in reference to crops and other farm products, it began to mean all the processes through which these products pass before reaching the consumer. Expanded further, it came to apply to problems affecting the use of natural resources and environmental influences. This change was readily accepted since it went back to the early philosophy which Extension had held in the days of President Butterfield. It brought a different emphasis to research and Extension programs, at the University and in the field, and it led to new staff appointments in such fields as resource development, environmental science, food processing and marketing.

Once state leadership became available, it was possible to develop county programs on the subjects. Teams of specialists representing various disciplines developed new knowledge and made it available, through education, in areas once considered "off limits."

### REGIONALIZATION: NEXT STEP

For a time Extension tried to meet the demands for specialized information within the framework of its existing organization. Larger counties employed additional agents and divided the work among them on a commodity basis. By 1950 all counties had at least two agricultural agents and several had three or four. The senior agent was assigned to manage the local organization and was also responsible for educational programs on one or more commodities. As early as 1957 there was thought of combining county operations into regional groups so that one specialized agent could serve farmers in several counties. The idea made sense. Although farms were fewer, and in some cases not many of a particular kind were located in a given county, those that did exist still required specialized information.

At first this seemed an academic rather than a practical solution. There were obvious difficulties--the division of financial and managerial responsibilities among counties, a breakdown of the historic organization, the question of cooperation among the current staffs, jurisdictional



spheres of county political units. Finally in 1961, under Associate Extension Director Lloyd H. Davis, Assistant for Administration Donald P. Allan and with the backing of county officials, Hampden, Hampshire and Franklin Counties joined together in the first regional organization. Hampden County's Extension Director Albert H. Fuller was appointed coordinator for the three-county region and fields of work were divided among the various agricultural agents. Under the new title of regional specialist, each served the entire three-county area on a commodity basis. In 1963 Berkshire County made it a four-county region. Later, in 1963 a second regional organization was formed by Essex, Middlesex and Worcester Counties. Bristol, Norfolk, Plymouth and Barnstable Counties set up their regional unit in 1965.

Thus Massachusetts became the first state to effect a modernization process; and before it was completed, federal Extension Service and many of the states had become interested in the possibilities it presented. In January 1965 a team of federal Extension specialists spent a week in Massachusetts visiting county officials, talking with staff, studying the effectiveness of regionalization in Western Massachusetts. Their comments, contained in a letter to Associate Director Beattie from the leader of the F.E.S. team, point up these highlights:

"The team found a unanimously strong belief that the multi-county approach operating in the Pioneer Valley-Berkshire Region meant increased depth, intensity and quality of work with commercial farmers...the multi-county agent approach has regained farmer clientele who had stopped going to Extension...Reports showed that satisfied farm organizations and other groups had, without exception, completely reversed their attitude towards Extension work as it applied to commercial agriculture...

"The area agents are doing professional writing--articles in their fields of subject matter for journals and periodicals, bulletins of the kind and quality which have generally been written by state specialists... The state specialists indicate they are carrying out more applied research and may be moving even farther in this direction. This is also true of area agents...

"The F.E.S. team is convinced that substantial improvement in the quality of Extension programs has occurred... It is inclined to agree that area agents have greatly increased the amount of education per se, even though they have shifted considerably toward working through individual contacts. It appears they are providing considerable technical information and teaching problem-solving skills... Area agents become teachers and are not administrators or arrangers...

"Professional staff time to administer the program for the four-county area has been reduced from about two and one half man-years to one man-year... They have used the telephone extensively to coordinate and integrate the multi-county program and have made better use of the area agent's time by keeping him informed while he is in the field. They are also using radio for communications."



## SUBURBAN GROWTH AND MORE HORTICULTURE

Populous Middlesex County initiated home horticulture service for suburban and rural-urban areas before 1930, and all county fruit and vegetable agents were under pressure to offer the program in succeeding years. During the 1950's home horticultural agents were added in several counties. Because of the tremendous populations involved, it was--and still is--possible to do effective educational work in this area only by enlisting mass media extensively. Some local newspapers carried weekly columns by the county agents. Countless spot stories were used. Radio and television programs appeared regularly. Some were in series form, appearing at scheduled hours on pre-announced topics.

Worcester County installed an answering service to handle the flood of phone calls it received on the subject at certain times of the year. Each day an answer to the question most likely to be asked was taped, and those home-owners asking it received, via pre-recording, the timely information requested. A county commissioner, knowing of the scheme, instructed a visitor who was asking him for help on a seasonal problem to call the appropriate number. The visitor listened to the recording, then asked in amazement, "How could he answer my question before I asked it?"

Horticultural agents showed skill and imagination in reaching thousands of home owners. They assisted horticultural societies and garden clinics in arranging well-planned programs and exhibits. They supplied municipal libraries with reference material and gave club groups information to pass on to their members. They helped residents of new housing developments with neighborhood beautification projects and advised cities and towns on maintenance of playgrounds, parks, athletic fields, cemeteries and recreational areas. Tree wardens received help on shade tree care and pest control, institutional supervisors on the care of turf grass.

## PRACTICAL LAND USE

Problems related to the wise use of land, water and forests multiplied as suburbs and towns expanded and new organizations were formed to cope with them. County horticultural agents worked with community and civic planning boards, conservation commissioners and recreational groups. As the problems intensified, they called on other Extension agents for support. On questions affecting large geographic regions, specialists from the University helped. Gradually, activities dealing with the development and preservation of natural resources became an important part of the Extension program.

A practical aspect of land use service was carried on in Worcester County by agricultural agent, Walter Shaw. When the Massachusetts Turnpike Authority was developing its right-of-way, it was to cut through the heart of the county, through many farms, without regard to the effect on the farm layout. For many farmers this was a serious threat to their business operations. If their land was divided by a highway, or if too much tillable acreage was taken, what remained would no longer be an economic unit.

Those farmers whose land lay in the condemned strip took their problems to Walter Shaw. Having collected all available information, he was able to tell them what to expect and what alterna-

tives were open to them. He advised them of probable costs and returns, what steps they could take to secure the fairest return for land-takings and damages to the farm economy, what problems they should seek legal advice on. This helpful information enabled them to make wiser decisions on whether to sell out entirely, buy another farm or additional acreage, clear new land, or just make the best of a tough situation and turn to other means of livelihood.

Not only individuals but the Turnpike Authority itself gained a better understanding of procedures to use in sensitive situations. The communities involved profited too; in many cases it was possible to continue commercial farm operations and thereby maintain tax bases.

### COMPUTERS: THE STEP BEYOND

One sign of the change was a great reduction in dependency on mass media. In the years when there had been 3000 to 5000 farms in numerous counties (especially in the war years), mass media had been the only feasible way to make information available to everyone. Unfortunately, the effect of this was to label Extension a "publicizer," a propaganda arm of the government or a self-advertiser. The volume of news releases and of popular programs had obscured the more important but less obvious educational activities which engaged most of an Extension worker's time.

With the shift from many farms to few and larger ones, "shotgun" procedures were devalued. The mass media approach to commercial farm problems was used only in specific situations and as a supplement to more concrete methods. Extension bulletins and circulars became more scientific.

There were other major changes. Problems had become too technical and too specific to be solved by generalized county-wide "one shot" meetings. Small group sessions, concentrating on a single topic, were more effective, as were forum-type seminars. Extension schools, with homework assignments for the farmer-students, were more time consuming for students and teacher but more satisfying to both.

Farm visits were continued but their character changed. There were fewer farmers who wanted to be told how to handle simple production problems. Most of them wanted to acquire a sound basis for making their own decisions on management and operational problems. Visits were now made by regional specialists rather than generalists and frequently led to further study with appropriate specialists and technicians from the University. Thus developed the team approach to Extension agricultural education. It was in some respects an outgrowth of the older commodity programs in which each specialist contributed to the welfare of an agricultural industry. Now efforts were directed to dealing with significant problems in depth. Related research often resulted--and the computer became part of the team.

A paper presented at the 1962 annual Extension conference by Professor Earl L. Fuller, farm management specialist, excited the imagination in regard to future possibilities for computer use. Some excerpts are especially pertinent:

"We cannot and should not try to make decisions for our clientele (firms and individuals). We cannot, and still be educators. At the same time, we can help

people to recognize their problems and to define them clearly. We can help them to observe and analyze the alternative policies . . . open to them. To do our job well, we must keep in mind that better decisions also required improved data collection and analytical techniques . . .

"Improved decision-making feeds on improved data and this is where our IBM 1620 computer comes in. The computer can be an extremely useful tool to assimilate masses of information and to compare the relative merits of alternative choices for action. Its usefulness . . . is limited only by the imagination of those who give . . . instructions or . . . the raw data required for its analysis. It cannot replace the need for judgment . . . It does not, in fact, think. It merely follows a set of instructions to digest and shape information into a form where it is useful for decision-making. It is in this context that applications are now being made in our Extension program."

The first wide acceptance of the computer was in dairy breeding programs. By the mid-Sixties it was making vital contributions to other areas of animal science and to horticulture, poultry management, forage crops, vegetable gardening and many phases of marketing. In making management decisions, it proved invaluable, and its almost limitless potential was soon extended to areas of home economics work with consumers and youth programs.

### AGRICULTURE GOES TO THE MARKET PLACE

During these mid-century decades the agricultural program made a major advance which took it beyond farm production and into the area of marketing. In keeping with land grant college philosophy, agricultural Extension had considered farm products out of its province once they left the farm, or, at least, until these products re-entered the picture as items of consumer interest. Almost from the start Extension had been concerned with helping farmers meet the demands of wholesale markets. County programs taught sorting, grading and packing along with understanding laws, regulations and market orders. Later came help to roadside-stand operators, then assistance in organizing market cooperatives--some small and local, some destined to reach statewide importance.

The first step beyond these borders was taken in 1937 when Professor Grant Snyder of Extension's vegetable gardening department directed a school for vegetable-counter managers and clerks in Springfield. Planning was a cooperative endeavor of Extension and the State Division of Vocational Education, and many important food chains and local store owners gave financial support. The school, consisting of six meetings held at weekly intervals, was well attended and so successful that there was a demand for schools in other sections of the state. Several were arranged for the following year.

In 1949 Congress passed the Agricultural Marketing Act, and land grant colleges and other agricultural agencies began to receive national recognition for their work in food marketing and distribution. Specifically, the Act noted the importance of these programs to "the welfare,



prosperity and health of the nation." It made funds available to support all aspects of the work, from production through marketing to final consumption. The Act further provided that marketing research be done cooperatively with the state Extension Service.

Accepting this responsibility meant a radical, though not immediate, change in attitude for agricultural leaders in some product-oriented states. In Extension a national committee was appointed to study the matter and that committee's report let the Extension Committee on Organization and Policy of the Land Grant College Association to issue a statement acknowledging Extension's marketing responsibility.

"This committee recognizes that the individuals and groups involved in marketing are farmers, diverse marketing firms and end users (restaurants, other mass feeding stations, and consumers) . . . The Cooperative Extension Service should use funds appropriated under the Agricultural Marketing Act to increase efficiency of the assembling, processing, and distributing functions involved in the marketing of the products of America's farms . . . to work with groups who can contribute to these functions, including farmers, assemblers, processors, transporters, wholesalers, retailers and end users."

The Massachusetts Extension Service took immediate advantage of this new opportunity. Under the leadership of Director Munson, it joined the other New England states in organizing "The New England Regional Extension Program in Marketing Information to Consumers, Producers and Handlers." In 1949 a staff was assembled and a central office opened in Boston, under the leadership of Charles Eshbach.

This was one of the first Extension programs established under the new law. During the years it was in operation, it emphasized consumer education as well as the interests of farmers and the marketing trade. Bulletins and circulars were published on a range of marketing topics; a weekly news release and regular radio and TV programs were routine. Staff members took part in meetings, conferences and study groups throughout New England. The well-organized program was the stimulus for many important marketing programs instituted by Extension in future years.

As this regional pilot program in marketing education drew to a close, Massachusetts Extension began to develop its own marketing program. A specialist in consumer education was added to the state Home Economics staff; later, as funds became available, technologists in several specific areas of processing and distributing were hired. Functioning as a team, probably the most effective education-research team organized by Extension, the team was concerned with many phases of marketing. When situations warrant, special studies were made and the results analyzed by computer. On problems directly involving the producer, the appropriate regional agricultural specialist played the major role, often initiating a program. Though the subject matter and clientele were new, the basic procedures in use were those which Extension has long found effective. (Schools, marketing clinics, conferences, etc.) When analysis of a special situation led to recommendations for change, such recommendations were used also to help others in the industry reach greater efficiency.

Members of the marketing team were quick to point out that consumer and supplier alike benefit, achieving better quality merchandise, better adapted to consumer use. This acceptance of new responsibility in marketing was one of the great advances made by Extension and research after 1949.

## THE TEAM APPROACH IN MODERN EXTENSION: AN EXAMPLE

A modern Extension program is usually a well-organized, well-meshed composite of groups, individuals and techniques blended together in an attempt to resolve some of the intricacies of present-day problems. It is a tribute to Extension's "team approach" that satisfying solutions are so often found. The following history of a marketing demonstration project for the Massachusetts potato industry is one of many fine examples that could be cited to demonstrate the operations of a successful Extension program in the Sixties.

Extension programs for potato growers were not in themselves new. They had existed for over a quarter century and had dramatic results. But their very success created problems. In brief, the need for this particular project could be summarized as "increased production, decreased consumption." The situation was so serious in 1961, markets glutted and prices extremely low, that a potato industry committee requested aid from Governor John A. Volpe, and his cooperation led to such activities as a Massachusetts Potato Week. Results were immediate. In the words of one produce dealer, "Friday, I was dying with potatoes. Today (Monday) I'm choking with orders."

The efforts of Chambers of Commerce, food editors and large potato buyers were also enlisted and the current crisis was averted. However, the committee continued to meet and consider other possible joint action, old merchandising problems and new innovations, like washers. In 1962, as an outgrowth of these meetings and with the advice of University Professor L.E. Rhoades, a potato growers association was formally organized.

During this time Extension workers, leading growers and handlers were studying new methods of potato merchandising. They visited producing areas and looked into the investment costs and raw material requirements of various specialized potato products. (Processing plants to turn out such products as frozen french fries proved to be beyond the resources of the Massachusetts potato industry.) After attending a National Potato Council meeting in Washington and touring Western New York's potato-growing area, they began to consider the profit potential of washed and sized potatoes. This in turn led to a demonstration project.

Earlier research in Maine, Wisconsin and Idaho had indicated that many consumers would willingly pay a premium for closely-sized potatoes. The University's department of food and agricultural economics provided technical guidance for a project to test the application of this theory for Massachusetts; a graduate student was assigned to work on it; and a local packer and a chain store organization with 12 outlets agreed to participate.

Three sizes of potatoes were used for testing--Speedy Spuds (small), Quality Mediums, Chef's Best (large). Regular U.S. No. 1 Grade was the control. Five and ten pound packs in three kinds of containers were priced high enough to cover the added cost of careful sizing. Each store was visited five times weekly to check sales, condition of the product, consumer response and potato inventories. In an eight-week period, 516,275 pounds of potatoes were sold in the 12 stores and the uniform-sized potatoes accounted for 35.2 percent of sales. The study showed that the individual packer's share of the market increased even though total sales did not. Sale of Speedy Spuds (Size B) was an addition, not a substitute, to sales of U.S. No. 1 potatoes. Changes in pricing and packaging seemed to be in order.



Other results proved more far-reaching. The State Department of Agriculture supported the program with exhibits and promotion. Home economics distributed leaflets, menus and consumer information. Most important, the interest and attitude of growers and handlers changed from defensive to offensive, from wanting to hold their market to wanting to expand it. The following factual observations about the demonstration program are taken from a 1967 report by Regional Crops Specialist Walter Melnick, five years after the program started:

"In 1961 the individual cooperating in the study was a moderately successful handler in local 'dirty' (unwashed) potatoes. Now he is recognized as the leading packer and handler in Massachusetts. His plant operates on a year-round basis, handling potatoes from other states in off-seasons. In 1962 he purchased complete automatic washing, sizing and packaging machinery which other growers and packers, following his lead, have also installed. The widening market and his alertness to market opportunities have enabled him to pay growers for Size B and cull potatoes.

"The local product's reputation has improved greatly. It is no longer considered suitable only for inferior markets. Prices paid to growers now compare favorably with other areas. All packers have widened their markets, and the fresh-packed late summer crop is sold in major cities through New England and New York. Many growers have visited potato-growing regions, some as far away as Red River Valley, Idaho and Arizona, and have been stimulated to adopt new practices and expand operations by buying or renting additional land.

"After making a two-year study, one leading grower-packer set up modern processing equipment to manufacture potato chips. Now he is cooperating with another wholesaler of potato chip stock to expand the market. An estimated 250-300 hundred-weight are grown and stored solely for this purpose, compared with a negligible quantity in 1963. This has been a boost to the morale of everyone connected with the industry.

"In summary, the potato study proved a valuable educational experience for growers, packers and, by no means least, the Extension people taking part. We have learned more about selling and merchandising, and alternative markets, and about organizing to meet consumer demands. Even if the present high enthusiasm passes, the potato industry is in excellent shape to weather any storms that come its way."

### PROGRESS: THE PRODUCTION RECORD

To appreciate Extension's contributions to the agricultural economy, one has to study the advances made over the long term. These are best shown in those areas of agricultural production where Extension programs have operated continuously for many years. While it must share credit with other agencies and groups, Extension has been an active participant in a most important agricultural development during these mid-century years. The Extension-research team has been a vital force in speeding widespread adoption of modern farming practices.

Improvements in recent years have included great changes in the pest control methods used by the fruit and vegetable industries. Countless new pesticides have been developed, each with its own



limitations, its specific applications, and its dangers. New spraying and dusting machinery and methods are in use. Chemical weed control is a common practice and there have been great advances in fertilizing techniques. Controlled atmosphere storage for apples is almost universal on large fruit farms. Harvesting procedures are changing for the better.

In the poultry industry, egg production per bird is much higher and more uniform throughout the year; the state's pullorum-free baby chicks and hatching eggs are even being sold to foreign nations; broiler-raising has become big business. New lumbering practices are providing successive crops of trees, and saw mills are making better use of them to meet market demands and to find new uses for wood products. Dairymen depend on selective breeding through artificial insemination to produce a generation of cows with superior production capacity.

### EXTENSION'S ROLE IN ARTIFICIAL BREEDING

The Extension Service has played a leading role in the successful development and operation of artificial breeding associations in Massachusetts. Improving dairy cattle through this new technique was first given attention by dairymen and Extension in 1945; they soon took steps to implement the idea. Under the leadership of Dairy Project Leader Stanley N. Gaunt, Extension helped start the Massachusetts Selective Breeding Association, a statewide federated artificial breeding organization with local county units. Extension's contributions included its technical know-how on such things as collecting, processing and preserving semen and on the artificial insemination technique; its expertise on genetics and the specialized field of superior sires; its experience in constructing proper facilities, plus help on financial and operational problems.

County agricultural agents worked closely with Mr. Gaunt in developing local county associations. By August 1946 there was artificial breeding service in all counties, including the island county of Dukes. From the start the MSBA (Massachusetts Selective Breeding Association) was successful, breeding 11 percent of the state's cows the first year. By 1955 over 50 percent, or 52,000 cows, were being bred artificially. MSBA did experience some trials and tribulations, as did associations in other states, but it was fortunate in having good management in its early years. Chester Putney, associate county agent in Hampshire (1945-1946), was manager from 1946 to 1952 when he left to become executive secretary of the Ayrshire Breeders Association.

One indication of success was the New England Ayrshire Breeders Association's selection of MSBA to locate their New England Ayrshire stud. MSBA was a pioneer, one of the first organizations to use frozen semen and to develop a young sire sampling program.

After the first year Extension's role in the program changed considerably. Gradually the early close relationship was relinquished, though Extension continued to give technical advice, especially at the state level, on matters relating to the processing and preservation of semen and the selection of sires. But much of the program shifted to evaluation of sires, better sire proving methods and, in general, to improvement of herd management practices. This applied to all artificial breeding associations in the area, two private national breeding units having instituted service in the mid-Fifties.

In 1958 the MSBA joined with associations in Connecticut, Rhode Island and Vermont to form the New England Selective Breeding Association. Once more Massachusetts Extension helped strengthen a new cooperative. Its suggestions regarding consolidation of studs and selection of the best sires in the four studs resulted in reduced costs, improved efficiency and improved cattle. There was further consolidation in 1966. The New England Selective Breeding Association merged with the artificial breeding associations in Maine, New Hampshire, Vermont and New York to form the Eastern Artificial Insemination Cooperative, Inc. Again Extension played a role, providing leadership on points of organization, sire selection, evaluation and operation. Extension today continues to offer the new cooperative and private artificial breeding association every possible assistance in their efforts to improve dairy cattle.

### POSTGRADUATE STUDY -- FOR COUNTY WORKERS

Postgraduate study for county agricultural agents had seemed desirable for a long time but when the agents began working as regional specialists, further study indicated it was absolutely necessary. There were problems of finance, how to meet the University's residence requirements, how to maintain county service while agents were on study leave. Finally, in the early Sixties, a workable plan was developed. Through the cooperation of the University Graduate School, various University departments and the county Extension Service, a program was set up whereby agents could study toward their Master's degree with minimum disruption of their county duties. This combination work-study program also made it easier to finance their advanced education.

The county staff was quick to take advantage of the opportunity for professional advancement. By 1967, 19 regional specialists and agricultural agents had either received their M.S. degrees or were in the process of completing the requirements, and a number of county 4-H agents and home economists had become students again. This was one of the great advances of the mid-century decades. As subject matter competence increased, agents and specialists were able to give commercial farmers much valuable service. They felt greater pride in their work. And they earned for Extension greater respect in academic circles.

### EXTENSION GOES WORLD-WIDE

After World War II, Massachusetts Extension took an active part in helping other nations establish Extension programs of their own. Groups from other countries included Massachusetts when they visited the United States to study Extension organization and methods. While here they took part in conferences, took special courses at the University, visited the counties, spent considerable time accompanying the county agents on their rounds. By the early Fifties Extension workers were beginning to return the visits. On assignments to foreign countries, Massachusetts' agents helped with budding Extension efforts and other agricultural education programs. Impetus came from the cooperative agreement between the University of Massachusetts and the University of Hokkaido in Sapporo, Japan.

In 1963 the University and the Agency for International Development signed a contract to carry out an agricultural training program in Malawi, Africa. A number of Extension workers have taken part in this program. They helped in the development of Extension techniques to bring about agricultural improvement.

Many other countries have been served. By 1967 some 15 "graduates" of Massachusetts Extension had given, or were giving, other nations the benefit of their training and experience. A partial list of these countries includes West Germany, Yugoslavia, Syria, Peru, Nationalist China, the Philippines and a number in Southeast Asia, as Vietnam and some of the South Pacific Islands. Truly, the influence of Extension in Massachusetts has spread world-wide.



# Agricultural Work



Early farm management Extension training.



Field day of tobacco and onion growers in Hadley on farm of Leslie Smith, 1916.



Pen of chickens in front of exhibition tent. 1917.



Entrance to the exhibition tent.  
Mr. Lund, Poultry Specialist, at  
extreme left. 1917.



Market Garden Field Station at  
Lexington, Massachusetts. 1921.





Bluebird vegetable washing machine at work at Market Garden Field Station. 1921.

Topworking demonstration in Franklin County. 1923.



Bridge-grafting demonstration in Hampshire County. 1923.





(above and right)  
Two views of a Dairy Farmers Extension  
School; a lecture on alfalfa and lime followed  
by field demonstration of "Soixtex" method.  
1924.



Digging Massachusetts Certified  
Seed Potatoes in the Berkshires.



Clifford Fawcett speaking to a typical Dairy Farmer Extension School Class. 1924.



New Hampshire University Summer Tour of Massachusetts County Agents. 1938.



John Abott, agronomist, and a field of winter vetch and rye grown as a soiling crop. 1924.





(left to right)  
Willard D. Munson, Joseph Putnam,  
Francis Smith, and Stanley Burt.



Willard D. Monson, Director of Extension Service,  
1926-1951.



George Storey and Clifford Fawcett (in costume).





Former Director and Mrs. James W. Dayton;  
Mr. James N. Putnam, former Agent for  
Hampden County, 1946–1956, as "Squanto";  
and former President of the University of  
Massachusetts J. Paul Mather and wife.



(front row) Robert M. Grover, Walter Shaw, D. Lewis Wyman,  
Mrs. Richard Chase, Richard Chase and G. Everett Wilder;  
(back row) Dominic A. Marini, Roger Harrington, Walter G.  
Bruce, Walter Melnick, Robert B. Ewing, Patrick G. Santin,  
Dick Boyce, Francis G. Mentzer, Jr., Frank Skogsberg,  
Daniel P. Hurl, Jr., and Charles W. Turner.



James N. Putnam as "Squanto" with Joseph T. Brown  
former Director of Middlesex County Extension Service  
and President of the National Association of County  
Agricultural Agents.



# Home Demonstration Work in Massachusetts



Block Printing Class, Norfolk County, 1940.



As indicated in other sections of this volume, Extension's agriculture, 4-H and home demonstration programs are related. The following chapter provides a more detailed look at home demonstration activities.

Mary S. Dean was home demonstration agent in Plymouth County for 22 years, from the time the program began until after World War II. Her HISTORY OF HOME DEMONSTRATION WORK IN MASSACHUSETTS has been adapted here to describe the program and the role played by home demonstration agents in those early years.

"I want to build a home which shall find its fullest expression and satisfaction in the creation of human life."

- (The Massachusetts Homemaker's Creed, 1940's)

### OBJECTIVE: BETTER HOMES, BETTER COMMUNITIES

Sometimes it was "business as usual," sometimes a national emergency. Whichever, the home demonstration staff and the homemakers they work with have never lost sight of the permanent objective of their program--to achieve a more satisfying home and community life. Most needed by farm and rural families in the early days, the home program has, in recent years, been extended to urban areas where an increasing number of families have received help in attaining a more satisfying home and community life.

Program trends have been affected by changes in living conditions. Temporary activities, necessitated by emergency situations, had to be integrated into long-range plans. Objectives frequently had to be re-evaluated and methods reshaped. The result has been widespread recognition in rural and urban communities of the value of home demonstration programs.

Successive phases of the program coincide with the service periods of the state home demonstration leaders. First was Laura A. Comstock. She joined Massachusetts Agricultural College as professor of home economics in July 1913 and became home demonstration leader officially in 1916 when she received her cooperative appointment from the College and the United States Department of Agriculture.

### THE BEGINNINGS: LAURA A. COMSTOCK, 1913-1921

Laura Comstock's courage and wisdom and her ability to win cooperation from staff and volunteers must be credited for much of the program's early success. Even the first-year activities were varied, among them Extension schools, correspondence courses, home economics and canning clubs, cooperation with state and national home economics associations. After making a careful study of all home economics programs already existing in schools and institutions, Miss Comstock introduced the subject into rural and village school curriculums. Using exhibits, lectures and demonstrations, she established an organizational pattern by which the Extension Service was able to assist county farm bureaus and other organizations such as the Hampden County Improvement League in organizing county programs for women.

At that time county financial and administrative responsibility rested with such groups as the farm bureaus and Improvement League. Their trustees, acting under an agreement between the College and the United States Department of Agriculture, hired the first county agricultural agents and gave them authority to execute programs. These agents proceeded to bring women together to work on home economics projects. In 1915 Hampden County was host to the first home management demonstration.

Arranged by Miss Comstock and Extension Director William D. Hurd, with the assistance of the Brimfield High School Vocational Department, the three-month project was modeled on farm management demonstrations. However, its 30 participants were mainly concerned with problems of home management and food preparation. The project's success led to hiring in 1915 the first Massachusetts home demonstration agent, Minnie Price. By the end of 1918 agents had been added to all rural county Extension staffs, although the programs in Nantucket and Dukes Counties were temporarily discontinued the next year for lack of funds.

Undoubtedly, emergency conditions brought about by World War I led to a greater demand for professional assistance. There was a sudden, urgent need for cooperation between Extension agents and the new state food administration. Moreover, because of expanded 4-H activities, male 4-H agents needed women home demonstration agents to help with the girls' home economics club program. They continued to work cooperatively until women 4-H agents were employed.

It was the state leader's responsibility to be sure home demonstration agents were qualified by training, character, background and personality. She and her assistants made sure new agents understood the overall Extension program and that there was good teamwork among workers, county advisory councils and the eager women wanting to organize groups in rural communities. As additional funds were received, subject matter specialists were added, some part time, some full time. The state leader was responsible for their selection. Home management and nutrition were integral parts of the program from the start; a specialist in clothing joined the staff in 1918.

To meet wartime needs without sacrificing basic nutrition, food savings programs were instituted in 1917-18. At the request of the state food administrator, home demonstration agents taught sound meal-planning and good food preparation to all the women they could--as fast as they could! A number of emergency workers joined state and county Extension staffs, their salaries paid out of federal funds.

An emergency organization to supervise work in the cities was initiated at the Agricultural College with Antoinette Rood as state leader. Until 1919 when the emergency had become less acute and funds were exhausted, she and her able assistants worked with units of volunteer women. Four cities continued the urban home demonstrations for some time, in cooperation with their county farm bureaus. In Holyoke the Hampden County Improvement League helped put urban home demonstrations on a permanent, independent basis.

After the war the home demonstration program could revert to measures designed to meet day-to-day needs. By 1921 the specialists in home management, clothing and nutrition and the county home demonstration agents (except in Dukes County) were encountering more and more interest among homemakers. Obviously the program was ready to grow. One immediate step was to add administrative and project leaders; a second was to make county advisory councils more active, thereby utilizing the reservoir of volunteer talent built up during the war. Community leaders began taking an active role in determining their own projects and in selecting the project leaders whom the Extension agent would train. The importance of a close, working relationship between Extension personnel and local leaders continued to be emphasized.



A successful forerunner of leader-training was the "Clothing Efficiency Clubs" program directed by Clothing Specialist Ruth Stevens Reed. The secretary's book kept by one club from February 1919 to May 1922 includes an item on "old" members teaching "new" members.

1921 was a year of transition. Miss Comstock ended her career as state leader. There was an unusually high turnover in personnel. And there was some honest questioning by county leaders on how much of the program ought to be continued. The questions were answered by women in the rural areas. Convinced that their homes and communities needed this phase of Extension, they gave the program loyal, determined support. Its permanency was not questioned again.

#### DEVELOPING LOCAL LEADERSHIP: LUCILLE W. REYNOLDS, 1921-1926

The principle of local leadership was firmly established during Lucille Reynolds' tenure. In numerous unsolicited letters, "teaching" volunteers testified to their growing understanding of community needs and their personal development in leadership qualities. Reporting on these five years, Director Willard wrote, "The home demonstration project has shown more startling growth . . . than any other part of Extension work. New teaching methods have been tested and adopted, new subject matter written and amplified. A large group of homemakers. . . feels responsibility for planning work in the counties and for carrying a part of the task of teaching. . ."

One new area of home management was kitchen improvement, resulting in many attractively renovated home and community kitchens. The value of good publicity gained appreciation; newspaper articles, public demonstrations, fair exhibits, illustrative material at meetings were all used to build interest.

"She looketh well to the ways of 15,000 households!" So somebody exaggerated of one agent. Well, Superwoman herself--even backed by a strong county group--could not have managed this when the "ways of the household" concept embodied both the well-clothed, well-housed, well-fed personal family and that larger family, the community. Still, after years, the home program was indeed looking to the ways of thousands of Massachusetts households, cooperating with other agencies where needed and concentrating on the "ways" not served by others. Entering its third period it took another long look at itself to determine its future role.

#### THE FACT-FINDING YEARS: ANNETTE T. HERR, 1926-1944

Mrs. Herr's leadership ran the gamut of postwar depression, the Second World War and a period of readjustment to peacetime. For good measure, there was the flood of 1936 and the hurricane of 1938.

Having proved effective the lay leadership "chain reaction" method was adopted for use on a wider scale. In one county 41 volunteer leaders were trained by the clothing specialist directly, then they trained 62 local leaders from 20 communities. These, in turn, taught 700 women. In all, this particular chain reached 1500.

In a summary of trends in methods, Mrs. Herr compared 1919, 1929 and 1939. In all three years exhibits, lectures, demonstrations, bulletins, circular letters and leader training conferences were used. There were Extension schools and correspondence courses in 1919 and 1929 but not in 1939 as other methods had come into use. Campaigns--against flies and for toothbrushes and milk--appeared only in 1919; and in 1939 "Mother's Service Letters," forums and home courses by radio were listed for the first time.

During these first 20 years, there was a remarkable growth in the number of projects and a corresponding increase in the number of specialists. By 1927 the home management specialist was working full time and serving all counties; a child development specialist had joined the staff in 1929; within a decade there were programs in home furnishings, home accounts, child development and family life, community organization and recreation, improvement of home grounds. Such diversity was possible because good leadership was available. There were more local leaders, more state specialists to work with county home agents, more assistant and part-time agents in the larger counties.

Times of emergency test the soundness of program policies, and the depression that followed 1929 brought a good (or bad!) five years of testing. Proof was conclusive. A program with long-term objectives could quickly and competently be adjusted to meet temporary situations. Names of a few projects are indicative: "New Clothes From Old," "Our Money's Worth in Food," "The Home Garden." Nutrition programs centered on food production and "Share the Meat" became a watchword. Child development was tied into recreation programs which became increasingly important as unemployment grew more widespread. In 1931 a recreation specialist was added. Studies of community facilities and resources led to new home and community recreation projects, including one on backyard play equipment.

In 1939 a wartime program again had to be given precedence, as it would into the Forties. War-time conditions would affect content and methods as homemakers and Extension leaders alike became involved with wartime agencies--such as Red Cross and United Service Organization (USO)--and joined other community agencies in homefront activities. It was estimated that the women working on wartime projects plus those involved in conventional homemaking groups totaled about the same as the number who had participated in the program during peace years.

### KEEP THE HOME FIRES BURNING

In the spring of 1943 the "Women's Land Army" was established under the auspices of the Governor's Committee on Home Food Production. Organized by Extension Director Munson, who served as chairman of the Committee, and Mrs. Herr and Beatrice E. Billings, then Extension home demonstration agent-at-large, it was put under Miss Billings' full supervision a few months later. More than 900 recruits were placed on farms where they furthered the war effort in many ways.

The success of emergency programs depended on wide inclusion of farm families, but traveled was difficult, as was finding free time. To alleviate these problems, study programs were shortened, there were more neighborhood groups but fewer meetings, and the number of neighborhood



leaders was greatly expanded. The "Minutewomen" were set up. By November 1943 over 3000 Minutewomen and close to 10,000 volunteers had been enlisted to handle information exchange between Extension staff and rural families, publicize activities and strengthen home production efforts.

The problem of limited food supplies affected everyone and home production was a potential solution. In 1945 Extension personnel, working through state and local home production and preservation committees, were able to report 275,000 home gardens with 190,000,000 pounds of production; home canning of 22,000,000 quarts of vegetables and 10,000,000 quarts of fruit; 3,998 pounds of meat and fish frozen. Extension prepared an annual food supply budget which 11,798 families used for guidelines. Illustrative of the wartime aspect of the program was a project to prepare, pack and process special food products for overseas shipment to members of the armed forces. A family asked by a serviceman or woman for a particular food would prepare the requested item, then take it to a shipping center for proper wrapping. More than 1000 women in 25 centers packed and shipped some 5000 cans of food.

Availability of foods to fill nutritional needs was another problem. Timely food-buying programs stressed ways to feed families economically. One three-meeting series covered "The Family Food Order," "Proteins, Our Dearest Foods" and "Grains, Our Cheapest Foods." Since sugar was shy Worcester County leaders demonstrated "Sweet Breads for the Sweet Tooth." A hundred homemakers heard talks on good breakfasts, and a Worcester radio station broadcast a series on nutrition. Worcester Extension arranged dental clinics in rural towns and about 2000 children had their teeth fixed.

Two hundred young mothers met to discuss "Children Like To Eat" and learn about diets for babies, substitutes for scarce items, how to handle feeding problems. Hot school lunch programs were initiated by local people working with Extension agents and the statewide School Lunch Committee. Community canning centers were opened to put up fruits and vegetables for school lunches. Food supplies, trends in nutrition, and the importance of a good school lunch were subjects at refresher meetings with public health nurses. The nutrition specialist, May E. Foley, served as chairman of the State Fat Salvage Committee and kept Extension personnel up to date on the salvage campaign. A member also of the State Nutrition Committee, she worked on state legislation requiring bread and flour enrichment. The bill had been twice introduced and defeated but was later enacted.

As in other areas of Extension, clothing programs under specialist Esther C. Page were directed to wartime needs. Fabrics, especially cottons, were in limited supply, and ready-made clothing was poor quality and expensive. "Make Over, Make Do" was the motto. Titles of a few programs reflect the trend: "Short Cuts and Speed Tricks," "Clothes Clinics," "Making Accessories." Numerous sewing machine clinics were held. Typical of aid from University Extension faculty was that of W.H. Teague, professor of rural engineering, who taught women to clean and adjust their machines. The skill was useful both at home and in Red Cross and church sewing rooms. The 1945 annual Extension report lists 122 clinics held, 1232 machines adjusted. A 1947 report notes 515 homemakers cleaning their own machines and saving some \$8.00 each, \$4120 in all.



## WHEN JOHNNY CAME MARCHING HOME: BEATRICE E. BILLINGS, 1944-1952

After the war Extension's role again was that of a guide on the road to readjustment. Early in 1944 Miss Billings was named home demonstration leader and that summer Barbara Higgins and Mrs. N. May Larson joined the staff of specialists in response to homemaker requests for specialized leadership in family economics and family life. In 1945 Dukes County reorganized, starting with a school hot lunch program and all counties were once more represented in the home program. Then Nantucket added an adult education homemakers program, particularly significant since it marked the spread of Extension Service into the more remote communities.

A number of studies helped clarify program needs. A six-county investigation involved interviews with 77 homemakers. Systematic analysis of census figures was supplemented by reports from the statewide school lunch committee, nutritionists, doctors, educators and bankers. Methods of job analysis were compared. "Inactive" towns were studied so that facts could supplant guesswork in determining "why" inactivity and what to do about it.

Sewing programs for the beginner were headed by local leaders who had been trained by county staff and specialists. Featured were "Your First Dress," "First Coat," etc. (Sixty-seven percent of those enrolled in the 1948 beginners' clothing program were participating in their first Extension activity.) A Worcester radio station carried a clothing series; the clothing specialist presented a 13-week series, "Sewing Is Easy," over two Boston stations. The latter was indicative of increasing participation by urban women in Extension programs; 9075 enrolled in the series and at its close about 100 attended a style show at one of the Boston studios.

The years of readjustment called for special emphasis on nutritious meal-planning. A corollary was the home garden program, making better foods possible. By the mid-Forties, family life programs were being related to problems of the returning veteran and postwar adjustments. "Understanding the Pre-School Child," "The Adolescent," "Challenge of the Middle Years," were representative topics. A program on book selection and an adult reading program were cooperative ventures with the Massachusetts Division of Public Libraries, the State Parents Teachers Association and the State Home Economics Association. A 1946-47 annual report listed four objectives: assisting new homemakers, reaching more mothers of young children, strengthening town committees, broadening home programs.

For the first time in Massachusetts, local leaders (in Essex, Franklin and Hampden Counties) and home demonstration agents taught family life subjects in their county programs.

Specialists began to coordinate their programs. For instance, a child-feeding program based on the physical and psychological aspects of feeding problems was developed jointly by the family life and nutrition specialists. A leaflet, "Storage For Toys," was written by the family life and home management specialists. Practically everyone helped on a Yuletide gift kit, originally planned to suggest gifts, decorations and holiday activities for a family Christmas. It generated so much enthusiasm that within a few years a broader program was developed, covering such topics as "The Spirit of Christmas" and "Christmas in Other Lands."

The home furnishings program had also been affected by shortages. "Make the Old Last Longer" became a major objective. Tailoring slipcovers, reupholstering and refinishing furniture, necessities through the war years, continued popular in the postwar period when furniture remained relatively high in price and low in quality. "Color in The Home," "Buying Home Furnishings," "Selection of Accessories" were typical of programs designed to help the homemaker keep (or make) her home attractive. County staff members, having previously attended training conferences, did the teaching and followed up with home visits to participants.

In the late Forties interest in remodeling increased. Many families had accumulated savings and were ready to make home improvements--put in bathrooms, improve storage space, modernize kitchens. Church groups and other organizations wanted to renovate their facilities, especially kitchens. Specialists and agents helped. Their usual procedure was to discuss all possibilities, review the problem, draw a rough scale from which a handy husband or neighborhood carpenter could proceed with the actual work. An agent's report on one project read: "After the kitchen plans had been drawn, the owner turned the talk to inside plumbing and asked the Extension workers where it should be. The family had considered either the vacant area left when a central chimney was removed or the front entrance hallway. Arguing for the latter, the homemaker said wistfully, 'No one in the country uses the front door, and it would be so nice to just sit there and see who was going up the road!' The point that swayed her to a northwest corner was resale value. (Note: the view up the road was good from there too!)"

There were kitchen clinics, in homes and community kitchens which needed remodeling. Pictures, demonstrations and group discussions helped solve basic problems of cupboard arrangements, working heights and surfaces, floor and wall finishes. Two kitchen tours in Plymouth County were attended by 83 women from 19 towns. Another time 132 Plymouth homemakers visited homes where improvements had been made. The housewife at each stop explained what had been done, by whom and how much it had cost.

### MORE POWER TO YOU

In cooperation with the electric companies, Extension was able to get additional power lines into rural areas. One Extension contribution to the joint effort was a bulletin, "Electricity for the Farmstead."

"Spending and Saving," "Managing the Family Income," "Business Facts" were introduced to help families learn sound money management. Living costs were high and every family was concerned with stretching their dollars. Ways to prevent spending leaks, with special emphasis on reducing food costs and budgeting, were suggested and account sheets made available. The large crop of war babies made "Teaching Children About Money" extremely popular with mothers and 4-H leaders. News media, press and radio, circular letters, home visits were all utilized and new effective visual aids supplemented printing guides for lay leaders. By the end of the Forties, a specialist in visual aids was helping each county staff prepare visual material.



Worcester and Essex Counties directed farm and home planning programs to young couples. Worcester's tour of eight homes was followed by a series of meetings at which specific plans were developed for each couple participating. As background for working with families on an individual basis, the Essex County staff prepared a "Guidebook for the Farm Family." Men and women met separately, then got together to review discussion and make long-range plans.

As people became interested in caring for their homes and grounds, illustrated lecture demonstrations were effective, especially in small communities and urban housing developments. Tours of homes, churches, schools, community centers and memorial parks were arranged, frequently in late afternoon or evening so that husbands could attend.

### TO MARKET, TO MARKET, TO BUY A FAT PIG

A state-wide consumer education program promoted by the nutrition specialist was a follow-up to earlier state and federal programs which had operated from a Boston regional marketing office. News media, short talks and tours of local markets kept the public up to date on food marketing and distribution. Market lists of available supplies and price trends were issued to individuals and institutions.

Late in the Forties, Bristol, Plymouth and Worcester Counties initiated "Training for Leadership" programs. Representatives of PTA, the grange, the Scouts and similar organizations were taught to conduct meetings and lead games and group singing.

A Hampden County chorus, directed by the recreation specialist, gained a state-wide reputation performing at meetings and broadcasting. Other counties formed musical groups. At this writing the Hampden County chorus is still in existence and still has some of its original members.

Participation in recreational leader institutes was widespread. In 1948 Middlesex and Plymouth Counties alone reported over 100 leaders in social recreation. Females from eight to eighty learned about outdoor cookery, backyard games, play equipment. The Worcester Museum of Fine Arts cooperated with Extension to start the popular art museum course.

Matters of public welfare gained in interest. Even before there was any organized state program on certain public issues, Extension had begun to include subjects of national concern on the agenda of county-wide meetings.

By the end of the Forties, leadership was stronger. Teaching leaders were more numerous, and administrative leaders, town committees and advisory council members were taking on greater responsibility. The result was a spurt in homemaker membership.

"Outlook and Recommendations," a listing in the state leader's 1949-50 report, pretty well summarizes the home program's aims: "To make our work more effective in Massachusetts, we need to devise better ways of reaching the masses of our tremendous population; to help recruit capable young women to major in home economics (starting at the junior high level); develop programs on public policy, such as consumer education and marketing, rural health, citizenship, United Na-



tions; obtain a home economics editor to supplement the work of adult and junior programs; starting in one or two cities, develop an urban Extension program, probably featuring consumer education and marketing."

In the final years of Miss Billings' leadership, the home program expanded rapidly, as it would continue to do under the one-year interim leadership of Dean of Home Economics Helen Mitchell--and as it is still doing under Winifred Eastwood who assumed leadership in 1953.

## MIDWAY THROUGH THE CENTURY: DEAN HELEN MITCHELL, 1951-1952

### WINIFRED EASTWOOD, JANUARY 1953--

In the Fifties pre-program planning conferences were the chief medium through which Extension personnel, homemakers and professionals from other agencies shared and developed program subject matter. Their recommendations were assembled in "The State Program Guide," a descriptive handbook from which counties could select programs in five major areas: consumer education, management, human relations, homemaking skills, public affairs.

During the early Fifties many of the findings of the Mid-Century White House Conference for Children and Youth were incorporated into the home program. There was emphasis on parent-child relationships, adapting to marriage, adjusting to the later years. At one meeting the leader reported, a woman who had needed marriage counseling for nine years learned where she could get it. And she wasted no time in making an appointment with a marriage counselor. "Sex Education in the Home," a course offered for the first time in 1950, was taught in seven counties. In 1950-51, 160 leaders in Worcester and Middlesex Counties taught courses to 1600 women on these and other familiar subjects, and in the years ahead leader taught programs continued to increase.

The clothing specialist continued earlier classes such as "Short Cuts in Sewing" and "Making Coats and Suits" and provided information on new fabrics and market developments. Sixty percent of those enrolled in clothing courses were young homemakers and youth group leaders.

Many new homes were being established as a larger proportion of the population started housekeeping. Long-time economic planning, practicality and good buymanship were stressed. A new program, "Home is What You Make it," was concerned with wall paper and paint selection, furniture that grows with children, ideas for a living-room-bedroom. Agents trained by Extension specialists in the broad aspects of housing led discussions on trends in house plans, home financing, plumbing, heating and landscaping. The material was adapted for radio and broadcast over a Boston station. Other home improvement programs were on such subjects as home lighting, window treatment, home repairs, and new laundry products. Radio broadcasts and news stories in connection with National Safety Week called attention to careless home practices which could be prevented with a little planning.

## MONEY MATTERS MATTER

"Getting the Most for Your Dollars" was a good indication of expanded interest in family economics--stressing good "buymanship" and how to understand trademarks, brands, guarantees, advertising and credit. There were programs on life insurance, savings and will planning. Lawyers, bankers and insurance men helped work out the contents.

The farm and home development program which had been started in the Forties now came into its own; a series of meetings, led by teaching teams from the agriculture and home economics Extension staffs, were held in Berkshire, Essex, Franklin, Hampshire and Worcester Counties. In 1959 Worcester arranged a family legal affairs study program for couples, which was taught by a local attorney who was paid out of the enrollment fees. To quote a county report on the project, " . . . One participant told of her husband's reaction to the workshop. He was not enthusiastic about attending but grudgingly agreed to drive his wife to the meetings. After the first evening, he was ready an hour early and wouldn't miss a session. Class members recommended 30 additional persons who would be interested in a similar workshop the following year."

Many families indicated their need for information about credit to finance equipment and furnishings. They also wanted to know about warranties, discount houses and buying techniques. Extension's answer was "Consumer Facts and Frauds," a program which was carried by all but one county in 1958-59. Two years earlier, under the supervision of the Federal Extension Service, Hampden County had conducted a survey on family financial management and this helped to determine the content of future programs.

Nutrition and food buying programs covered costs of homemade versus commercial mixes; values of fresh, frozen and canned goods; simple desserts. The nutrition specialist continued as a member of the state-wide School Lunch, Consumer Education and Marketing and Food Preservation and Marketing Committees. Mass media was used to stress aspects of food buying. One TV program on "The Season for Stews" and another on "Lenten Shopping at the Fish Counter" brought 250 requests each for materials.

About this time the term "management" began to acquire a wider connotation. It now encompassed principles of decision-making as applied to time, energy and money. Housecleaning methods and materials and work simplification were among new topics; and a new audience, the handicapped homemaker, was given attention. For her benefit there were discussions on convenient work centers, selection of better tools and storage space, how to work efficiently while seated.

## THE CONTINUING EDUCATION OF CONSUMERS

A consumer education specialist was added to the staff in the mid-Fifties. Emphasis on food-buying continued and topics included, "Know the Beef You Buy," "Quantity Food Buying," "Turkey

Buying." In 1958 there were 23 TV programs on consumer needs, 33 news releases to 65 newspapers, 20 radio scripts to 19 stations.

A state-wide workshop, "The Citizen in a Democracy," was held for those community leaders and staff members responsible for public affairs programs in their counties. As a follow-up several counties conducted tours to government centers, such as the United Nations and Washington, D.C. In 1958 Essex, Hampden and Hampshire Counties began cooperating with the Foreign Policy Association on the "Great Decisions" program. Hampden's attendance was outstanding with 25 groups meeting weekly to study materials supplied by the Association. Hampshire held a number of discussion groups, and Essex devoted a part of each homemaker group meeting to one foreign policy subject.

"Know Your Town Government" was developed with the Bureau of Government Research at the University. Thirty leaders were trained in Essex County, four of these from Amesbury. Fifty men and women, invited by the Amesbury leaders, attended an evening meeting and heard town officials describe the operation of their town government, the duties of town officers, the annual town report and the responsibilities of homemaker-citizens. Because Amesbury was in the process of re-assessing property, Extension sponsored a second community-wide meeting at which the town assessor explained the new tax valuation basis.

#### COMMUNITY GROUPS: BIGGER AND BETTER

By June 1955 staff, administrators and homemaker representatives were urging Massachusetts Extension to move towards organized homemaker groups. The idea caught on and by 1956 such groups had been formed in seven counties. The state leader's 1958 report includes this comparison: April 1957, 108 groups; October 1957, 150; October 1958, 255. In support of the new homemaker groups, and in tune with Extension philosophy, leader training programs were now necessary for the maintenance of the monthly program of each homemaker group. The report notes that 11 staff members devoted 220 days to train 3962 leaders in the various counties.

Special interest programs were now conducted on a county-wide or regional basis, in the form of "Finance Forums," a "Mr. and Mrs.-to-be School," "Heart of the Home" workshops (this in cooperation with the TB Association), "Christmas Open House" and the Great Decisions programs mentioned earlier.

By 1959 state and county staff members were working closely with visiting nurses, occupational therapists, home economics teachers, hospital and welfare personnel and other professional groups. There were joint projects with the Boston Public Library, the Robert Brigham Hospital, the United Community Services of Boston. Outside resource specialists assisted on a "Planning for Retirement" series and Home Forums. One administrator of a public agency reported that 300 of his agency people needed management training in areas of finance, time use, family resources and family relations, and consumer buying.

Helping to carry home demonstration programs into urban areas were TV and radio and news stories.



"Down to Earth," a weekly program over a Boston television station, brought in up to 900 requests weekly for Extension material. As coordinator of the program, Mrs. Santina Riley Curran of the Norfolk County staff, was one of the interviewers.

### THE COMPLEX SIXTIES: NEW DIMENSIONS

The program of the Sixties had new dimensions emphasizing, perhaps, "thinking then doing" rather than "following." In the clothing program, for example, homemakers were encouraged to be more analytical in making decisions. Early in the decade one program, "Shall We Make or Buy Family Clothing?" used a question-discussion-analysis approach. Norfolk County piloted this technique and other counties adapted it later in their clothing construction courses.

"Getting the Most for Your Clothing Dollar" was the subject of all-day public meetings in two sections of the state. Four speakers, representing various aspects of the industry--textiles, retailing, laundering and drycleaning--presented facts relating to their particular specialties and answered questions. Response was most favorable. Approximately 300 attended the first meeting, 200 the second. Most were homemakers, but there was a sprinkling of teachers and representatives of the press and industry.

Another series, "Why Do We Dress As We Do?", asked homemakers to consider psychological aspects of clothing and the relation of clothing to social behavior and the arts. Planned for combined lay and professional groups, the series helped homemakers understand the role of clothing as an outward expression of the individual. For some it was their initial experience in studying a theoretical subject in depth. Each member of the group reported on one of several books assigned by the specialist and evaluation of their reports threw light on three new concepts: the effects of class structure and mobility on selection and buying; construction of clothing as a means of self-expression, not merely as an economy measure; social, economic and psychological factors which regulate clothing selection.

In the area of human relations, 316 leaders were trained in Extension's adult program and 175 leaders from affiliated groups, churches and PTA's participated, as did 346 youth leaders. Seven telecasts and eight radio tapes were prepared and a monthly newsletter went out to 1300 families. "Helping Our Children Develop Healthy Attitudes Towards Sex" was taught in Bristol, Middlesex, Norfolk and Worcester Counties. Reaction sheets submitted by the 148 leaders showed 134 participants very satisfied, 14 quite satisfied.

Leaders from 4-H Clubs, Mother's clubs, PTA's, Parents Without Partners and others joined Extension homemaker groups on such programs as "Guidance and Discipline For Today's Children," "Guiding the School-Age Child," "Fathers Are Parents Too!" For a "Brothers and Sisters" program in Berkshire County, the human relations specialist trained 42 leaders. Typical of post-meeting comments was, "Let's have more of the same."

## A HOUSE IS STILL A HOME--OR CAN BE

"Your Housing Dollar," presented in seven counties, was a series of five evening meetings for young married couples aspiring to home ownership. Attendance was high, 357 in all, with greatest interest around Boston where extensive building was going on. For a half hour telecast show on housing, carried over a Boston station, the specialist was assisted by a representative of the Greater Boston Real Estate Board, the Chairman of the Board of Real Estate Brokers and Salesmen, and the Extension specialist in agricultural engineering. In 1964 there were 11 meetings on housing, and the "Housing Dollar" series continued with an average attendance of 40 at each meeting.

Interest in the skills of home furnishings continued. Middlesex County held several summer clinics on making chair seats, slip-covering and furniture refinishing. In 1960 there were 171 persons enrolled in the county's 12 four-day workshops. Furniture refinishing and slip-covering are traditional home demonstration programs. They are skills which low income families have special need for. As one county worker reported, "They expect the program to teach them to brighten up their homes. Many begin to see their surroundings for the first time and to want to change or create interest for themselves and their families."

Hampden County included refinishing skills in a course for patients at a mental health clinic. The agent felt the program gave the patient confidence and a feeling of success. A television series on furniture care brought 2759 requests for materials offered on the three subjects covered, "The Consumer Shops for Furniture," "Home Furnishings, Facts and Fallacies," and "Give Your Home Liveability." Three TV programs, on a Boston station, were done in cooperation with a furniture manufacturer and a member of the National Association of Furniture Manufacturers and brought several hundred requests to the station for the bulletins offered. In addition, county offices received numerous phone queries. There was good response, also, to material offered on consumer buying.

In 1961 an experimental series on "depth" teaching was done in Norfolk and Berkshire Counties. It covered the importance of art to family well-being, the need for a personal philosophy of art, creativity, taste, design and local art resources. Homemakers were assigned outside reading, specific telecasts to watch, visits to community resources and to museums and libraries. At a follow-up meeting the women requested a longer series.

"Art and Its Role in the Family," and "Color and Design Workshops" were core courses in the home furnishings program throughout the Sixties. Responding to the assignment, "What can art mean to me and my family?", one young homemaker from a South End Boston low-income housing project wrote, "Comfortable, clean enjoyable surroundings to return to after a day at school, church, work or play. Clothing for myself and children of 'happy' colors instead of plain unadorned ones. Books for growing minds with less words and more imaginative pictures for easy 'make-up' stories. Furnishings easy to care for and not difficult to arrange and rearrange for change and seasonal cleanings (spring and fall, mainly). Recipes quickly adaptable to please little eyes and tasty to stomachs, with all nutritional values as well as appetizing. These art classes have opened my eyes to the art within myself and family and given insight as to future helpfulness in making a new home artistic and happy."

"Crisis and Challenge," a pilot program on environment, was carried out cooperatively in Norfolk County by the specialist, the county home economist, the agricultural agent and representatives of those local and state agencies concerned with the growing problem of ugliness in the environment. The county home economist, by the way, was the home demonstration agent, the new title having been officially adopted in the mid-Sixties.

### GOOD EATING . . . FOR BETTER OR WORSE

A series on "New Cooking With Old Foods" was instituted early in the Sixties. A vehicle for teaching nutrition, it introduced modern ways with vegetables, dairy foods, breads and cereals, and it proved an impetus to homemakers for trying different new things. Extension staff trained 191 leaders in the "vegetable" aspect of the program, and each of them trained ten other homemakers.

Hampden County initiated an experimental weight control project for 25 "stylishly stout (plus)" women. Prerequisites were the need to lose at least 15 pounds and a doctor's certificate approving the necessary dieting and a program of moderate exercise. The women met for 12 weeks, learned to understand themselves and the theory of dieting, and found the group situation a happy way to reduce.

There were several problem areas, for one, misinformation. To combat this, factual information on food and fads was disseminated through a nutrition round table. In a study teenagers were the subjects for research on nutrition. Courses on food selectivity and meal-planning correlated the food market's relationship to good nutrition.

The state specialist and one county home economist were on the steering committee for a study made by the food and nutrition section of the Public Health Association. The study had many implications for Extension, primarily in helping to decide long-range goals and in developing a coordinated approach to community needs. During this time the nutrition program was spreading to several new audiences, to teachers, visiting nurses and school lunch personnel.

### FACTS FIRST -- THEN DECISIONS

"Managing for Family Satisfaction" was carried throughout the 1960s, based on the old farm and home development program. Group members used a workbook to analyze present and future needs and plan towards their goals. With continuing emphasis on the overall approach to family living, the program is still extremely helpful. In 1964, 19 different workshops had 397 participants, and agents commented, " . . . this should be a whole year's program." . . . "should be the first program for every newly-organized group. Other programs would follow naturally. . . " "The women are asking for more programs of this kind. . ." Most important, perhaps, was the progress made in getting people to use the decision-making process.



Almost every county held finance forums and investment forums, open to the public and featuring as speakers specialists in their fields. Topics included insurance, social security, investments, property ownership, wills. Local banks and public libraries cooperated with the staff in both planning and financial support. A Worcester County report on one series, "Becoming an informed Investor," pointed to the numerous requests for investment information which had been expressed by participants in other financial programs.

A series for home economics teachers was one of the first study groups offered for other professionals. Held jointly with the Eastern Massachusetts Home Economics Association, it was planned to meet the requirements for professional improvement set by the State Department of Education. Other workshops were held for nurses, nutritionists, social and welfare workers.

An example of work with handicapped homemakers in cooperation with the Heart Association and other health organizations is cheerily reviewed in an annual Berkshire County report: "One outcome of the 'Easy Does It' work simplification project was the determination of a young woman, handicapped 80 percent by polio from the age of two, to establish herself independently. She is now in an apartment made over to fit her unusual needs and hopes to become self-supporting."

Helping the consumer to be an informed purchaser of food products was a continued concern of state agricultural colleges and consumer education specialists. At one 1962 program titled, "The Consumer and the Advertiser" and developed through the Regional Marketing Office in Boston, four specialists from New Hampshire, Vermont, Rhode Island and Massachusetts teamed up to give New England home economists data on the advertising "game"--its techniques and its influence on consumer economic behavior. The team trained ten Massachusetts Extension agents, prepared an agent training manual and published a consumer leaflet.

Today consumer education is a facet not only of food-buying but of every phase of the Extension program. A clothing class, for example, stresses knowledgeability about easy-care fabrics, quality in sweaters and children's clothes. A 4-H class in clothing construction indirectly teaches how to use good judgement in the marketplace.

### THE NON-AFFLUENT SOCIETY

In 1960 the problems of the low-income families in our cities were just beginning to arouse national concern and Extension's home economists, trained to teach home and family programs, began getting requests to help solve them. The first came from a social worker in Boston and asked for assistance in a Roxbury housing development project. Since Boston had no Extension Service, the Norfolk County staff went over the county line to handle the request. This led to cooperation between Roxbury agencies and Norfolk County for several years.

The second request was also from Boston, from South End. Here a two-year pilot program was undertaken for a clientele located primarily in the Cathedral Housing Project. A full-time home economist was paid by State Extension, Federal Extension personnel supervised two studies. The first, made early in the program, determined the situations of the families in the project; the second evaluated the program's impact after an 18-month period. Results showed Extension methods to be highly effective with low-income families.

"These homemakers are not too different from those we meet in regular groups," was typical of comments on those early meetings in South End. For most staff members, it was their initial experience in teaching black homemakers, and they had as much to learn as the participants did. State staff went to South End somewhat doubtful of their ability to communicate, relate and be accepted; but the home economist, herself a black, bridged the gap beautifully. Reports on this early work with urban low-income families went to the full county staff of home economists. Enthusiasm spread and many were soon involved in similar programs. They worked with public welfare and public housing professionals, the Commonwealth Service Corps and with community development leaders to set up classes for low-income homemakers and train professionals; and they served on special joint planning committees.

As often happens when agencies attempt cooperative measures, some misunderstandings and differences over philosophy and policy occur, but these did not stop overall progress. Within four years all 12 counties were devoting a portion of their resources to urban low-income programs. In some counties this was 25 percent of each staff member's load. In others, only one worker was assigned to the program but she allotted it a larger share of her time.

This new city audience did more to change the home program in the counties than any one thing since World War II. County advisory councils, told of the opportunities to serve, were, on the whole, pleased and encouraging, as were county trustees and county commissioners. Some council members began teaching in the low-income groups. Others were active in helping needy families directly. By 1965 Springfield had the first full-time home economist working in a city and supervised by the County Extension Service. Lynn and Malden were next. All were funded by the Economic Opportunity Act as was Boston's program after the first 2½ years. However, funds for the latter were distributed through Boston Public Welfare. The state staff provided training and teaching materials and Federal Extension supplied guidance and additional material. Berkshire County started a weekly letter to low-income homemakers enrolled in any of the classes. Containing basic homemaking information, the letters maintained contact with the homemakers and acquainted them with all activities open to them. Said one woman, "Don't ever stop sending those letters, they're wonderful!"

By the mid-Sixties Extension's national leaders were comparing the current needs of low-income families in the nation's urban areas to those less-advantaged homemakers and their families during the early years of Extension. By then Massachusetts was already retooling. Because the need was so obvious, and cooperation with other agencies so easy, and students so eager to learn, Massachusetts Extension began to capitalize on the new high in enthusiasm and to adjust programs even though new monies were not available.

In 1967 the Division of Home Economics was given a Community Service Program Grant, as provided by Title I of the Higher Education Act of 1965. The Grant financed an analysis of the low-income market in Massachusetts in regard to price, policies, credit transactions, products and service. The proposal for the grant was written and supervised by Marjorie M. Merchant, Professor, Extension, Management and Family Economics. It also made possible eight institutes, set up to provide training and resource materials for personnel teaching or working with low-income families.

## THIS WIDER WORLD

Throughout the past decade Extension's scope has been gradually extended. The home remains its pivot but its circle of activities encompasses a wider world. Community action, national affairs, the world situation all play a part in determining programs. Public policy programs are more vital in the Sixties. The "Great Decisions" discussions continued in several counties for several years. Worcester, one year, trained 86 leaders who in turn organized discussion groups in 26 communities. One leader, writing about the "Know Your Town Government" program said, "We held our meeting the night before the national presidential elections and interest in government couldn't have been at a higher peak. One of our selectmen joined us, so we not only were given a good idea of how West Springfield operates, but we were able to have our questions answered accurately."

## EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

Counties made even greater adjustment in program in those counties receiving federal money for the new Expanded Food and Nutrition Education Program starting in 1969, but no money at first for added supervising staff. Decisions were difficult, but some of the traditional programs had to be given less attention.

In 15 months, 298 program assistants, all women, themselves low-income, were recruited and trained to teach homemakers in their own community by visits to the homemaker's home or in small groups. The initial training for the assistants given by county home economists was 120 hours which included basic information concerning food and nutrition as well as how to work with the families. On-the-job training was continued, usually at the weekly meetings with the supervising home economist.

In 1970, a youth component was added to the EFNEP, more program assistants were employed plus supervising home economists were recruited, by the end of 1971 there were 13 additional home economists in the counties each responsible for an EFNEP unit, 14 regular county staff were giving a fourth to half time to the program. In some units there was a combined adult and youth program; in others, one or the other. By the end of 1971, 406 women and one man had been trained to be program assistants. Due to many circumstances, the drop-out was exceedingly high. Assistants in some cases got better jobs, but for many the home situation was too demanding for the assistant to be away. Others did not like the work and usually, in these cases, did not do a good job. At the end of 1971, of the assistants who had been hired and trained, some over half were still working, 216.

After the end of three years, 8651 homemakers had been involved in the program, and around 2500 youth. Youth were met by the assistants and some volunteer leaders in small learning groups. According to a study done by Dr. Edward Knapp, Extension Management and Family Economics, in mid-1970, the program was having a measure of success with some 60% of the clientele.



As stated earlier, the new program had a strong impact on all facets of the home economics staff and program. The new audience required new learning for all staff. The program assistants and their clientele taught the state and county staff many things, such as new respect for families living in poverty and the problems they face, which few middle class families are ever called upon to meet. Also, more understanding of other agencies and the opportunity to cooperate on program

### REGIONALIZATION

County staff in the four western counties began in the early 1960's to plan and carry out home economics program across county lines. At first the cooperation was limited to a few leader training programs each year. The effort was encouraged by county trustees and county advisory councils. One great advantage for implementing the plan was one director for the four counties with the practice of regular four county monthly staff meetings. By the beginning of the 1970's the region initiated one program, leader training and special interest, for the four counties including a newsletter, "All Around the Home."

A task force was appointed by J. Richard Beattie, Associate Director of Extension, in 1970 to study the organization of the 4-H and home economics programs. The report of the study encouraged three regions in the state; northeast, southeast, and west, each organized somewhat on the plan in action in the western region. The aim would be to allow for specialization and for joint effort in many areas of program.

Very soon after the report was made, the southeastern counties started regular across county staff meetings for better communications and understanding. It is too early to evaluate or predict the outcome for the state except in the western region where there seems to be every indication regionalization will continue.

### MAKING A LIFE, NOT MERELY A LIVING

As the program moves into the Seventies, it continues to face and adapt to change. Dr. Peter Siegle, Center for the Study of Liberal Education for Adults at Boston University, summarizes the situation briefly but accurately:

"Perhaps the single most significant factor faced by Extension in today's changing situation is urbanism which marks a real shift from a rural to an urban-industrial society. This affects all Extension, but the impact is most acute on home economists. Substantively this means that we now are dealing with questions of urban anonymity and with an affluent, consuming society in which there is also poverty. It represents a shift from emphasis on the economic base of family life to new foundations for marital and parental relationships. Operationally it means a shift from relatively simple social relationships to very complex interpersonal relationships. In short, it represents a change from artifact to people and their relationships, and from making a living to making a life."

# Home Demonstration Work

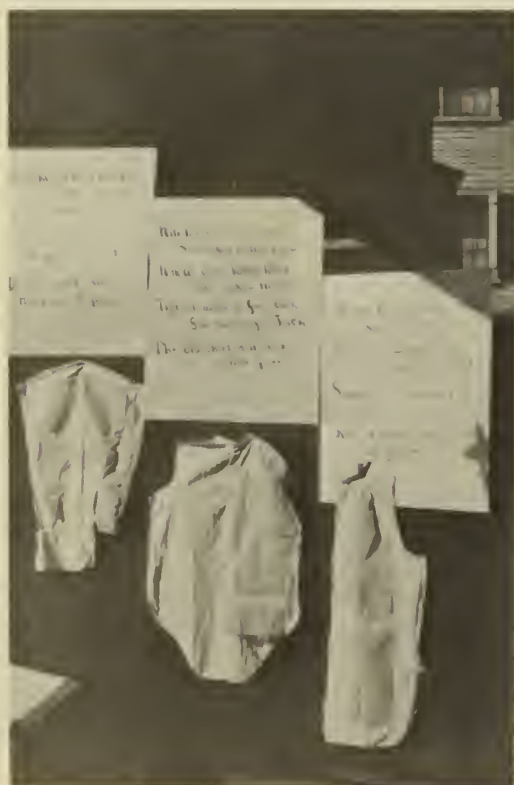


Plymouth County Kitchen Contest, Mrs. C. T. Howard, Hingham, 1926.



Class of leaders from various parts of the state training to teach canning, Physics Building, Massachusetts Agricultural College, 1917.  
(Mrs. May Larson, front row left, later became the State Extension Specialist in Child Development.)

Mrs. Dwight Hawley, Hampden County, canned 4,000 jars of fruits and vegetables for market plus 700 jars of jellies and jams. With the proceeds of the previous year's canning and preserving, she had a canning kitchen built. Her home was a center for canning information. 1920.



Window exhibit showing how to make children's rompers out of men's shirts, Essex County, 1918.





Summary meeting of the year's program, Worcester County, 1925.

Millinery group, Conway, Franklin County, 1925.



The sliding panel in the wall made the wood box accessible from the kitchen. The table has been raised to the proper height by the use of blocks, the wire baskets on each side of the table are for newspapers and holders, the top of the table has been covered with zinc. It also shows that a waste basket and stool are used in this kitchen. Hampshire County, 1925.



Children's playground and care while mothers attend the June summary meeting, Essex County, 1930.



Characters illustrating Early Cultural Life in Worcester County, Westminster group, 1934.



Cotton dress project, Townsend Group, Middlesex County, 1935.





Charter members of Homemakers' Vacation Camp, Hampden County, 1928.



First prize room (before & after) of the Room Arrangement Program, Mrs. James Boyce, West Falmouth, Barnstable County, 1930





Game Leadership training, Recreation Conference, Massachusetts State College, 1935.

Play Writing Contest, "A Bone for Mother Hubbard," written by Gertrude Allen, New Salem, Franklin County, produced during Farm and Home Week, Massachusetts State College, 1936.



Removing seven coats of paint from an old ladderback chair, Plymouth County, 1937.

Walker Cheney, Jr., Charlton, Worcester  
County, 1937. (Reared according to  
Extension nutrition recommendations.)



Result Demonstration Tour following  
Living Room Redecoration Program,  
203 participated in the tour.  
Franklin County, 1938.



Farm and Home Week chorus, Massachusetts  
State College. 1940.





Mrs. Annette Herr, (right) State Home Demonstration Leader and guest speaker at the Plymouth County Homemakers' Day, 1940. (Standing in front of Plymouth Rock.)



Noon-day Sing, led by A. D. Zanzig, National Recreation Association, a popular daily feature at Farm and Home Week, Massachusetts State College, 1941.



Reupholstery class, Essex County, 1941.



Using surplus cotton from the south to make mattresses, Franklin County, 1941.



Professor William Cole demonstrates the pressure canner, Berkshire County, 1941.



Carrying the mattress home, Franklin County, 1941.



Results of the Coat Making School, Bristol County, 1941.



The day six bushels of beans were donated to the Richmond Canning Kitchen, Berkshire County, 1942

1941.

## Dental Clinic Attracts Nation-Wide Attention

High tribute to the dental clinics conducted by the Worcester County Extension Service was paid recently by a group of dental students from various parts of the country, who visited our clinics to gather information on how they are operated. These clinics, the only ones of their kind in the country, are now attracting nation-wide attention.

Those visiting the clinics were: Dr. Fred W. Morse, Jr., head of the dental division of the Harvard University School of Public Health, and Doctors M. L. Gaines of Washington, D.C.; Floyd H. DeCamp of Portland, Ore.; and Frank Bertram of Oklahoma City, who are taking courses in Dental Supervision at the University.

Pictured below, the group is seen conferring with George F. E. Story, Manager of the Worcester County Extension Service; and Miss Mildred C. Thomas, Home Demonstration Agent.



Left to right — George F. E. Story, Manager of the Worcester County Extension Service; Dr. M. L. Gaines, Dr. Floyd H. DeCamp, Dr. Fred W. Morse, Jr., Dr. Frank Bertram, and Miss Mildred C. Thomas.





Committee planning the program, "Children Like to Eat." Hampden County, 1947. (Left: 3 lay women of the county; Molly Higgins, Home Demonstration Agent; May Foley, Nutrition Specialist, May Larson, Child Development Specialist)



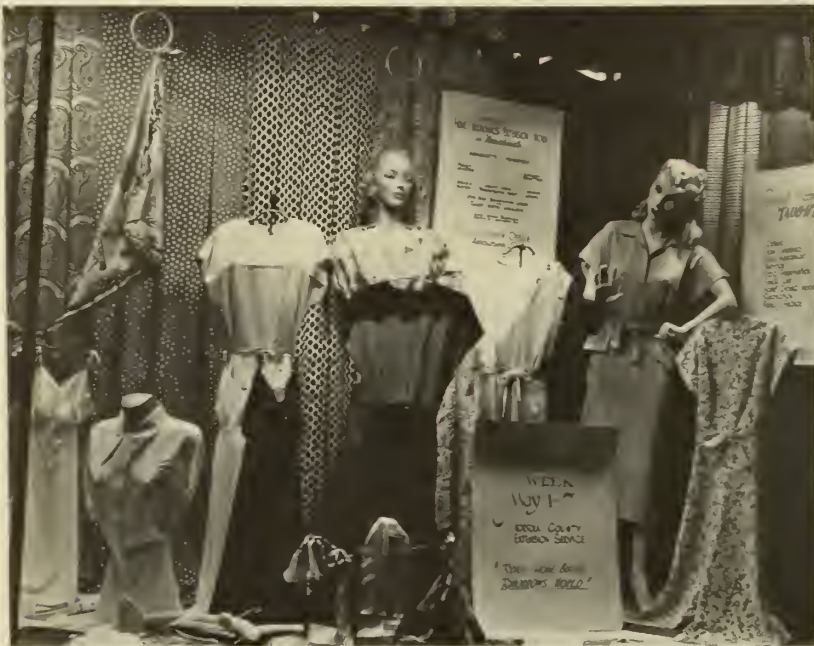
Coat Making leaders trained by Mrs. Esther Cooley Page, State Clothing Specialist, Essex County, 1947.



Song Leadership training under the direction of Ruth McIntire, State Recreation Specialist, Hampden County, 1947.



Sewing machines have been cleaned,  
adjusted and on the way home,  
Berkshire County, 1948.



First Dress Program exhibited during  
National Home Demonstration Week,  
Norfolk County, 1949.

Kitchen Tour held during National Home  
Demonstration Week, Essex County, 1949.  
(left to right: Mrs. John Rogers, homemaker,  
Newbury; Beatrice E. Billings, State Home  
Demonstration Leader; Mrs. Harriet J. Haynes,  
State Home Management Specialist; Katherine  
Lawler, Home Demonstration Agent.)





Union Agriculture Meeting Women's Program, North High School Auditorium, Worcester, 1950. Mrs. Eleanor Roosevelt (seated center) with the Planning Committee, Mayor Holmstrom of Worcester, and Mildred Thomas, Worcester County Home Demonstration Agent (right standing) and Beatrice Billings, State Home Demonstration Leader (right seated).

Slip cover by the five-piece method, Berkshire County, 1951.



Teaching Food Preservation via television, Santina Curran, Home Demonstration Agent, Norfolk County, over WBZ, Extension's weekly program "Down to Earth." 1951.





Officers of the Massachusetts State Home Demonstration Council, 1954.  
(left to right, front row: Mrs. William Clark, Hampden; Mrs. Dean Ricker, Worcester; Mrs. Marcus Crowell, Barnstable, President; Mrs. Everett Martin, Berkshire; back row: Mrs. J. Albert Torrey, Barnstable; Mrs. Lindolph Parker, Hampshire)

Hampden County Survey on Family Financial Management, 1957. (left front: Rosa Starkey, Home Furnishings Specialist; back row: Verda M. Dale, Home Management Specialist; Oreano Merriam, School of Home Economics resident faculty; Barbara Higgins, Home Management Specialist; G. Everett Wilder, County Agricultural Agent, Hampden County; Molly Higgins, Home Demonstration Agent, Hampden County; Mrs. Grace E. Larson, Federal Extension Service; Gladys Gallup, Federal Extension Service; Alice A. Bair, Home Demonstration Agent, Worcester; Winifred Eastwood, State Home Economics Leader; Gladys Geiger, School of Home Economics resident faculty; Albert Fuller, Director, Hampden County.)



Virginia Davis, Extension Clothing Specialist, telecasting on WHDH-TV, 1963.



Mrs. Aroti Dutt, India, President, Associated Country Women of the World, was given a reception June, 1967, at the Wayside Inn, Sudbury by the State Extension Homemakers' Council.



Developing teaching materials for the Home Management training program, Suffolk County, 1967. (left: Fannie L. Allen, Coordinator, United South End Settlements; Ann Remby, Home Economist; Verda M. Dale, Home Management Specialist.)



Credit Program, Suffolk County, 1967. (Barbara Higgins, Specialist in Management and Family Economics on right.)

Training for County Home Economists supervising the Expanded Food and Nutrition Education Program, Farley Lodge, University of Massachusetts, 1970. (Conducting the training: Charles Turner, Assistant Director of Extension for Management and Services; Harriet J. Wright, Extension Food and Nutrition Specialist; Mrs. Carrie Johnson, Student and part-time Food and Nutrition Specialist.)



Franklin County Home Economists holding a training session for the Expanded Food and Nutrition Program Assistants, 1972. (left standing: Marjorie Moseley; right standing: Mrs. Helen Roberts.)

Suffolk County Cooperative Extension program is introduced to University of Massachusetts administrators, South End, Boston, 1972. (left to right: President Robert C. Wood and Chancellor Randolph W. Bromery, University of Massachusetts; Kenneth Brown, Director, United South End Settlements; Mrs. Annie Brown, Home Economist, Suffolk County; Mrs. Francis Stone, Program Assistant.)





# 4-H Club Work in Massachusetts



Young 4-H'er shows his 1924 prize calf to friends.



An early Hampden County canning club prepares for the fair.



The 4-H Pledge

I pledge

My Head to clearer thinking

My Heart to greater loyalty

My Hands to larger service

My Health to better living for

My Club, My Community and

My Country

## CHAIN OF EVENTS LEADING UP TO 1908 -- A YEAR OF 4-H ACTION

### PUBLIC SCHOOLS RECOGNIZED A NEED AND LED THE WAY WITH SCHOOL GARDENS

- 1891 First school flower garden in America was established on the grounds of George Putnam School, Roxbury, Massachusetts, under the direction of Headmaster Henry Lincoln Clapp. Later, vegetable gardens were added.
- 1900 School vegetable gardens were reported in Medford, Framingham, Hyannis and Boston. Teacher training courses in gardening were offered at three Normal Schools: Framingham, Hyannis, and Boston.
- 1903 The Massachusetts Civic League maintained 350 small gardens for school children in Boston. Worcester had school gardens at the Upsala Street and Downing Street Schools, with 400 pupils participating.
- 1906 The United States Department of Agriculture reported 75,000 school gardens. Leading were Illinois, New York, Pennsylvania and Massachusetts, in that order. This progress showed that school officials were receptive to such a program.

### AGRICULTURAL ASSOCIATIONS WERE QUICK TO GIVE NEEDED FINANCIAL SUPPORT

- 1894 The Massachusetts Horticultural Society awarded \$25 in premiums for school gardens. The George L. Putnam School, Roxbury, received \$15 and the Robert G. Shaw School, West Roxbury, \$10.
- 1903 The Massachusetts Society for Promoting Agriculture, with the endorsement of President Charles W. Eliot of Harvard University, voted \$50 to encourage school gardens. The society doubled the amount the following year.
- 1907 A "Conference on Rural Progress" was held at the State House in Boston under the auspices of the Massachusetts Board of Agriculture. This conference laid the foundation for a meeting with definite objectives a year later.

### THE UNITED STATES DEPARTMENT OF AGRICULTURE GAVE AID AND ENCOURAGEMENT

- 1903 The first cooperative farm demonstration was carried out by Walter C. Porter on his farm at Terrell, Texas, under the supervision of Seaman A. Knapp, United States Department of Agriculture, and with the cooperation of the Terrell community.
- 1904 The United States Department of Agriculture reported 12 boys' corn clubs in Illinois, with a membership of more than 2000. The clubs exhibited at the Louisiana Purchase Exposition in St. Louis, main feature of the Illinois state exhibit.

1907 Dr. Seaman A. Knapp, United States Department of Agriculture, made the boys' corn club program a part of his demonstration work in the southern states. He reported the results at the Boston meeting in March, 1908.

#### AGRICULTURAL COLLEGES BECAME THE LINK BETWEEN NATIONAL AND LOCAL GROUPS

1891 Faculty and students at the Michigan Agricultural College, under the leadership of Liberty Hyde Bailey, took a special interest in extending the work of the college among farmers of the state.

1895 Kenyon L. Butterfield, a graduate of Michigan Agricultural College, as Superintendent of Farmers' Institutes in Michigan, urged more attention to improvement of rural life and added a program especially for farm women.

1906 Kenyon L. Butterfield, by now president of Massachusetts Agricultural College, was named chairman of a land-grant college committee to study Extension work at agricultural colleges and make recommendations for further development.

#### FARMERS' INSTITUTES AND COUNTY SCHOOL SUPERINTENDENTS DEVELOPED PROGRAMS

1900 Will B. Otwell, president of the Farmers' Institute in Macoupin County, Illinois, established a boys' corn project and had more than 500 boys exhibiting corn at the annual Farmers' Institute the following winter.

1902 County School Superintendents O. J. Kern in Winnebago County, Illinois; A. B. Graham in Clark County, Ohio; and E. C. Bishop in York County, Nebraska, organized farm boys' clubs in cooperation with state agricultural colleges.

1905 E. C. Bishop, deputy superintendent of public instruction in Nebraska, organized a state-wide boys' corn club. More than 700 attended a three-day show and institute. William R. Hart, Peru Normal School, worked with him.

1907 Professor Hart was appointed head of agricultural education at Massachusetts Agricultural College. In a speech delivered at Oklahoma City he outlined plans for boys' and girls' club work in Massachusetts.



"If built on vision, club work should have a program not alone of today, but of the next generation, and it is not too much to say for the next two generations." George Farley

## THE FIRST SIXTY YEARS

The circumstances leading to the establishment of 4-H Club work in Massachusetts are of special interest in the perspective of 60 years of progress. Incidents which seemed relatively unimportant at the time had great influence on the trends, development and success of the 4-H program.

As a rule progress is the result of the right people being in the right place at the right time and doing the right thing. It was through such a combination of circumstances in 1908 that a number of people, without precedents or guidance, forged the framework of a new program that would be a significant development in the field of education. Focusing attention on the people of that day and on what they did gives added meaning to present-day 4-H activities and achievements. This effective means of education that we take for granted was almost revolutionary at the time of its inception. Yet it was to be hailed as a "triumph in a new type of education" only eight years later.

That vision of 60 years ago has become the reality of today. Records of those early years are meager, indicating that the founders were not fully aware of the potential of the movement they had begun. They left a rich heritage which 4-H members, leaders and friends should be familiar with. The progress of the past 60 years is a challenge that everyone with true 4-H spirit will rise to meet.

## FIRST STEPS

The foundation of what was to become 4-H Club work in Massachusetts was laid during a six-month period in 1908. At a meeting that March plans were shaped for the first official agricultural home project work for boys and girls. Results of that first season's work were exhibited in September.

At the suggestion of Kenyon L. Butterfield, president of the Massachusetts Agricultural College, and under the auspices of the Massachusetts Board of Agriculture, a "Conference on Rural Progress" was held in March 1908 in Room 240 of the State House in Boston. Delegates came from all the New England states. Object of the conference, in the words of J. L. Ellsworth, secretary of the Board, "To discuss some of the rural problems of New England and to provide for future work."

Among the participants was Dr. Seaman A. Knapp, United States Department of Agriculture, a former president of Iowa State College and originator of the demonstration method of agricultural education.

The boys' corn clubs which he had organized throughout the southern states had become nationally known and had proved an effective influence in getting adults to interest their children in improved farming methods. Dr. Knapp's report on these activities at the Boston conference . . . most impressive.

Another active participant was William R. Hart, then in his first year as professor of agricultural education at the State Agricultural College. The idea was not new to him. He had served as professor of psychology and education at the Peru Normal School in Nebraska and had worked with the boys' corn club there. In October, a few months before the Boston meeting, at the Farmer's National Congress at Oklahoma City, he had said of plans then being developed in Massachusetts, "In the matter of guidance, the work contemplates the organization and direction of nature study clubs, boys' experiment clubs and girls' home art clubs."

With the support shown by Dr. Knapp and President Butterfield at the Boston meeting, the time seemed ripe for implementing those plans. Within a matter of days, Professor Hart sent letters to all school superintendents in Hampshire County. His plan was simple. With the cooperation of the Hampshire Agricultural Society, he offered five seed potatoes to any boy or girl in the county who would agree to plant them, care for them according to instructions, report on the yield at the end of the season and exhibit the results. The response was overwhelming. More than 500 boys and girls responded, through their teachers, and received the seed potatoes. Objective: to see how many pounds of potatoes each could raise from his or her five tubers.

A two-page leaflet of instructions was distributed early in the season and a follow-up letter called attention to opportunities for exhibiting results. These were the principle contacts between the director and the club members. Some teachers held meetings with their groups to discuss progress. Many, but not all, made summer visits. All participants were asked to report on the yield of their plots and more than 100 exhibited at the agricultural fair on Belchertown Road in Amherst in September 1908.

The Hampshire Agricultural Society gave out awards in such categories as the largest potato, the largest yield of high-grade potatoes, the best type for each of seven specimens, the best six ears of sweet corn, the best plate of vegetables.

In these few months of 1908, the course of 4-H Club work was charted. Boys and girls enrolled for a project, received instructions on procedure, reported on yields, had an opportunity to exhibit and receive recognition for their achievements. The program proved sound.

Without fully realizing the importance of what they had done, these first 4-H members had launched a program which, in the next 60 years, would benefit more than a quarter million future citizens of the Bay State.

## TAKING SHAPE

The trend of events between 1908 and 1916 gave 4-H Club work its general direction. The leaders, "playing by ear," soon discovered which methods brought best results. Little by little these developed into the 4-H program as we know it today. One project after another was initiated. The successful potato project was followed in quick succession by corn, gardening, canning and clothing. Club members were organized into local groups with volunteer leaders in charge. Schools continued to be the most important point of contact until the establishment of the Cooperative Extension Service in 1914. Then county and state Extension workers assumed more responsibility. In 1915 the first county 4-H Club agent in the country was appointed in Hampden County.

Exhibits, demonstrations and judging became important supplements to 4-H. Prizes were offered by agricultural societies, agricultural fairs and the State Board of Agriculture. In 1913 a group of the state's first award winners went on a trip to Washington, D. C. From 1915 on, an annual state camp was held at the College. Later the camp was called State 4-H Club Week; more recently it has been named Junior Leaders Conference.

The 4-H emblem evolved a step at a time. As early as 1909 a three-leaf clover with an H on each leaf was used in Wright and Page Counties, Iowa. Then the four-leaf clover was awarded for completion of a second year's work. In 1911 when O. H. Benson of Wright County went to Washington to assist with demonstration work, he took the cloverleaf idea with him. In February 1912 he and O. B. Martin, another assistant in demonstration work, sent letters to every state, suggesting a four-leaf clover with an H on each leaf as the official emblem. This began appearing on products raised, made or processed by 4-H Club members. In 1913, at a conference in Richmond, Virginia, Mr. Martin thought of using the figure "4" in front of the H. His idea was submitted to the agents, met with unanimous approval and, in time, came to identify boys' and girls' club work in all parts of the United States--in fact, through much of the world. It was first used in Massachusetts in 1916, on achievement pins.

Even before the passage of the Smith-Lever Act which created the Extension Service, Professor Hart had been appointed to the Farmers' Cooperative Demonstration Program. This gave him mailing privileges and made him the contact between the United States Department of Agriculture and the counties.

Until the program was incorporated into state Extension work in 1916, it was his duty to make annual reports to the federal and state agriculture divisions. Others who worked with him at the Massachusetts Agricultural College during that period were Floyd B. Jenks, instructor in agricultural education; Orion A. Morton, state agent in club work; Ethel H. Nash, assistant state agent; and Eric N. Boland, pig club specialist. Then as now the importance of the local leader was recognized and frequently mentioned in leaflets.

In the pig club manual for 1916, Mr. Boland paid this tribute to the local leader, ". . . Your reward is not at present apparent, as we work for the welfare of the boys and girls of today--the farmers of tomorrow. You who are in personal touch with members are working in a 'futuraity'



of limitless possibilities and immeasurable values. May all success be yours--you now deserve the credit that 60 years hence will be awarded by our present members and all who come in contact with them. We 'take off our hats' to the 'Local Leader!'"

In a preface to a list of suggestions in 1911, Professor Hart said, "Wherever the cooperation of the College is desired, there must be someone in charge as local manager. His chief duties will consist of securing and forwarding the names of the children who wish to join the club, distribute seed and circulars of information, and also to act as general supervisor the local exhibit of products. The local manager is usually the school superintendent or someone appointed upon his suggestion."

To put the movement on a self-perpetuating basis, Professor Hart suggested the organization of committees or boards. (Even at that early date, he foresaw the importance of setting up what would become town 4-H committees.)

Many towns with school gardens joined forces with Extension. The towns supplied local leadership; the College distributed instruction leaflets and helped with exhibits and demonstrations; awards were given by the sponsoring local and county organizations. When the Eastern States Agricultural and Industrial Exposition opened at West Springfield in 1916, the boys' and girls' exhibits were displayed in a brick building with 25,000 square feet of space, built expressly for this purpose. In addition to the exhibits, there were demonstrations and judging contests. The JOURNAL OF EDUCATION for November 2, 1916, hailed this "triumph in a new type of education," noting, "The steps in the method are simple and the process sound . . . first, in the learning of some simple art and exhibiting the result; second, in comparing and judging the relative merits of different products; and third, the demonstration of how to produce good results . . . and give reasons why the given procedure gives the desired results. These three steps begin with the practice of an art and end with a knowledge of the science which underlies the art--a real educational triumph."

Professor Hart was also identified with the development of vocational agriculture in high schools. He cooperated with several school principals to introduce courses of a semi-vocational nature, including elementary rural school agriculture and a summer school to train teachers-in-service. After the passage of the Smith-Hughes Act in 1917, he devoted full time to this work. By then the boys' and girls' club program had become part of the Cooperative Extension Service but Professor Hart's friendly interest and help continued to be important factors in developing the cordial relations which still exist between 4-H Club work and vocational agriculture in Massachusetts.

### GROWING UP

For half of its first 60 years, from 1916 to 1941, state 4-H Club work was guided by George L. Farley--"Uncle George" to the thousands with whom he worked. As school superintendent in Brockton, he had been instrumental in developing a school garden program which attracted statewide attention. In 1916 he was appointed state leader of Junior Extension Work, the name under which

4-H Clubs were then operating. When he took over, the two assistants on his staff were Ethel H. Nash and Eric N. Boland. The counties had only two full-time Club agents, Robert P. Trask in Hampden County and Wesley E. Nims in Worcester County. Mr. Trask had been the first appointed in the country. There were two part-time Club agents, Annie L. Burke in Plymouth County and John D. Willard in Franklin. However, the need for more county and state workers was soon apparent. By 1930 there were four assistants on the state staff and at least one, and usually two, full-time 4-H Club agents in each county.

New projects were added. Local leader training conferences were set up on a county or community basis. The importance of keeping individual records was stressed. Impetus was added by participation in the Eastern States Exposition and the county and state events which preceded it. Demonstrations and judging teams represented the state 4-H at national poultry and dairy events. Emphasized was training of boys and girls, projects being only a means to that end. "To make the best better" became the motto of 4-H Club work. "Hop to it!" became the slogan and a frog the emblem. All appear on the commemorative plaque kept in the Farley 4-H Clubhouse. Young people were encouraged to develop and use all their talents and many were assisted in going on to college.

State and county camps were developed during this period and Camp We-Win-It, which had been established in 1915, was enlarged. A few years later it was renamed Camp Gilbert in honor of Arthur W. Gilbert, for many years commissioner of agriculture and the man chiefly responsible for the plan under which the Department of Agriculture provides funds for 4-H awards and leader training. The first modest Hampshire County camp was held at Enfield in 1928. Now camps are available to all 4-H members. Five permanent ones have been set up--Camp Howe at Goshen, Farley at Mashpee, Middlesex at Ashby, Leslie at Georgetown, Worcester County at Spencer. Each is in operation at least one month a year.

All county and state camps close with the candle-lighting ceremony which Mr. Farley adapted from one he had seen in West Virginia. The ceremony symbolizes the 4-H spirit of light (or service) being passed from member to member and from year to year. Those designated "camp spirits" are responsible for instilling this light in those who follow. The dramatization seems to leave a lasting impression on all participants.

County 4-H Service Clubs were started in 1927 with a two-fold purpose. They offered an inclusive program for older members, and they provided needed leadership for younger age groups. A decade later the records showed 1800 young people enrolled. Their activities ranged from leading local clubs to conducting special county-wide events, as exhibits, fairs and dance festivals. Once a year county 4-H representatives came together for a two or three-day state-wide training conference.

Other organizations for older members, included 4-H alumni groups and All-Stars. Delta Chapter of All-Stars was chartered in Massachusetts in 1929, its membership limited to a few outstanding older members who had been nominated by their counties. Delta Chapter holds two regular meetings annually and sends representatives to an interstate meeting attended by All-Stars representatives from eight other states.

The University 4-H Club was made up of former and current 4-H members who wished to continue their 4-H activities while attending the University of Massachusetts. This group, too, was organized in 1929.



Two national 4-H events developed during this era. The first National 4-H Club Congress was held at Chicago in 1919; and, as early as 1916, delegations of 4-H members began visiting the International Livestock Exposition. In 1923 Massachusetts had its first demonstration team, on canning. Eventually the National Congress included state winners in nearly all projects and was attended by a state delegation of 20 or more members. Sponsors of 4-H programs provide entertainment. Held the first week in December, the Chicago event is one of the great highlights of a 4-H career.

A national 4-H camp was established in Washington, D. C. in 1927. Each state is limited to four delegates, two boys and two girls, and Massachusetts has always been represented by its full quota. Originally delegates were housed in tents on the grounds of the United States Department of Agriculture; more recently their headquarters were a Washington hotel. Now the camp is held at the National 4-H Center just outside Washington. It is known as the National 4-H Conference and features discussion groups dealing with government functions and further development of 4-H work throughout the country--in fact, throughout the world.

Two 4-H clubhouses on the University of Massachusetts campus are monuments to the vision of Mr. Farley. Back in the Thirties he recognized the need for headquarters for visiting 4-H groups. Club members, leaders and friends donated a large portion of the materials and labor for the Farley 4-H Clubhouse which was dedicated in 1933. Soon after, Bowditch 4-H Lodge, named for Nathaniel I. Bowditch, member of the College Board of Trustees and ardent supporter of 4-H work, was put up. Both buildings were financed by voluntary contributions, which speaks well for the high regard in which the 4-H program is held.

In June 1968 the two clubhouses were moved to a wooded site near the University's Alumni Stadium. They were rededicated during the 53rd annual State 4-H Conference, at which time a garden area in front of the two buildings was named in honor of Horace M. Jones, Massachusetts 4-H Club leader from 1942 to 1956. His successor, Merle L. Howes, explained at the dedication ceremonies, "These two 4-H buildings and the adjacent Horace M. Jones Memorial Garden are symbolic of the dedication of youth and their leaders to the 4-H program. They also stand as visible evidence of support for the 4-H program by the University of Massachusetts."

Many 4-H activities were possible only through the financial and moral support of the program's many friends--among them, all the agricultural fairs, the agricultural societies, granges, farm bureaus, Massachusetts Department of Agriculture, Kiwanis and Rotary, banks and civic organizations. Their cooperation not only enriched the program, it made 4-H known far and wide.

The words "What is past is prologue" are carved on a public building in our nation's capital. How apt they are to 4-H Club work! The remarkable progress and the rich heritage of the first half century holds promise of more success to come. One value of past experience was demonstrated during World War II when 4-H Clubs applied their skills to the production and preservation of food. Results were excellent, as they had been a generation earlier.

In 1944 three Liberty Ships were named in honor of men closely associated with 4-H work in Massachusetts: George L. Farley, state 4-H leader, 1916-1941; Kenyon L. Butterfield, president, Massachusetts Agricultural College, 1906-1924, Otis E. Hall, 4-H Club agent and county mana-



ger in Hampden County, 1920-1935, and author of the national 4-H pledge. That year Club members raised and preserved enough food to fill the three ships.

In the 1940s efforts were directed to programs that would challenge the uppteenagers and keep them for a longer period. On some projects both junior and senior phases were offered. Junior leadership was put on a project basis and more attention was given to personality development, citizenship training and career exploration. Activities to encourage continuing membership included the state 4-H Club Congress and "Teen Tours." The Congress, sponsored by friends of 4-H and held in Boston each year since 1948, brings county winners of various 4-H projects together for two days. It also recognizes state project winners and the all-around 4-H Club girl and boy of the year. The Teen Tours began in 1949, to give girls vocational information which would guide them in choosing careers. Groups visited hospitals, schools, newspapers, stores and other institutions where specialists explained the duties involved and the qualifications required.

No longer is it taken for granted that young people will follow the occupations of their parents. Career opportunities are greater than ever. Occupational information and individual appraisals of talents, abilities and preferences help guide 4-H members into work where they are most likely to make the greatest contribution to society, and at the same time achieve personal satisfaction.

An ever-increasing proportion of 4-H membership is from non-farm homes. Projects which can be adapted to village and urban areas are in demand. The remarkable development of the 4-H horse project in the 1950s is an example. Tractor and electric projects appeal to older boys. There is interest in a 4-H dog project. As we enter the space age with its great need for scientists, 4-H projects in the field of science are indicated. In harmony with its 60-year tradition, the 4-H program is continuing to seek out those things that need to be done. It will always progress, explore, adapt, devise ways to meet new situations.

Junior leadership on a project basis appeals to more older members every year. Each summer there is a two-week conference on leadership at the University of Massachusetts for present and future junior leaders.

All adult leaders in the country are recognized for their years of volunteer service according to uniform usage. Those who complete 15 or more years of successful leadership are presented the 4-H Clover at an annual state meeting. Those who complete five or ten years are given similar awards at appropriate county events.

The International Farm Youth Exchange which began in 1948 is another outgrowth of 4-H work with older members. Under this program young people from Massachusetts have represented their state and county abroad. More than 40 from other countries have come here to live with Massachusetts farm families for two months or so. Sponsored by the national 4-H Club Foundation, these exchanges have had far-reaching effects in promoting mutual understanding and respect among countries, races and faiths. Some counties have conducted interstate exchanges. About 30 older members spend a period visiting in a different state, playing host the following year to a group from the county they had visited. Many organizations help raise funds for this project but the delegates, selected by an "evaluating" committee, do pay part of their own expenses.

A state 4-H advisory council was organized in 1955 and one of its first recommendations was to set up 4-H committees wherever 4-H Club work exists. The idea is not to replace local leaders but to aid them. The advisory council is composed of elected representatives from all counties plus a few representatives-at-large. They meet about four times a year to give the state 4-H staff their views on matters of current concern. There are local leaders' associations or county councils in nearly all counties.

To channel all financial support for 4-H activities through a central organization, the Massachusetts 4-H Foundation was incorporated in 1955. Its officers and directors are men and women who have been interested in 4-H work for many years, and who have served on a volunteer basis. Hundreds of contributors, large and small, pool their donations to provide funds for financing those activities which the officers feel best advance 4-H objectives.

In 1959 the Massachusetts 4-H Foundation took as a major project the furnishing of part of Smith Hall, the main building of the national 4-H Center outside Washington, D. C. Each state could furnish one room, and Massachusetts was permitted to furnish the lobby in honor of George L. Farley, its state 4-H leader from 1916 to 1941. Every local 4-H Club, member, leader, alumnus and friend was invited to contribute to the \$3000 goal required to open the National 4-H Center in June 1959. A picture of Mr. Farley and a memorial plaque has been placed in the lobby.

Present-day 4-H activities are in accordance with the ideals of the program's founders, with the foundation they laid and the framework they put up.

As 4-H in Massachusetts moves into its second half-century, the remarkable progress of the first 60 years presents a definite challenge. Members, leaders and friends of 4-H will strive to "Make the Best Better."

### THE SECOND HALF-CENTURY BEGINS

As the 1950s drew to a close, 4-H Club work in Massachusetts began to change in program and in organization. There were important administration changes as valuable long-term professional workers retired. In 1956 Horace M. Jones stepped down as state 4-H Club leader and was succeeded by Merle L. Howes. Soon after, Harley L. Leland who had joined the staff in 1928 and Earle H. Nodine who had come in 1919 completed their 4-H careers. Concurrently, several county agents who hold national longevity records for 4-H service retired. Other pioneers who had devoted their entire careers to young people through the medium of 4-H left within the decade. Among them: George E. Erickson, Middlesex County and Edwin Wyeth, Bristol County, in 1958; Leon O. Marshall, Worcester County, 1964; and Ethel M. Cross, Hampden County, 1965.

In the program itself emphasis shifted from an economic to a more educational basis. A look at the traditional 4-H programs at the Eastern States Exposition in West Springfield shows this change. Objectives of the 4-H Beef Camp and the 4-H Dairy Show were revised along educational lines; and the New England 4-H Poultry Show which had been chiefly concerned with breed standards was discontinued. In 1958 the first non-traditional 4-H exhibit was presented in the Massachusetts



State Building. It featured crafts and recreational activities--and it was visited by an estimated quarter-million people, many of them previously unacquainted with 4-H. The Youth Activities Center was renamed the Youtherama and continued to show a number of 4-H projects not seen in other areas of the Exposition. However, there was less stress on exhibits and individual demonstrations, more on group activities. Music, drama, arts and crafts, conservation, emergency preparedness, geology, urban 4-H work, all were popular, along with the more traditional food and clothing displays.

A fast-growing activity was the 4-H horse project which made its initial appearance in Massachusetts in 1956. This was the first large-scale 4-H livestock program with a recreational rather than an economic approach. Previously projects had been intended as avenues to career opportunities.

In 1959 the unique New England 4-H horse project began receiving regional recognition, climaxed by its first appearance at the Eastern States Exposition.

### LEADERSHIP: A CHANGING PATTERN

In the late Fifties the changing emphasis in the 4-H program was noticeable in its leadership policy. There was a definite trend towards giving volunteer leaders greater responsibility. As the number of leadership roles open to adult volunteers increased, there was a corresponding decrease in the number of Extension workers assigned to such events as the State 4-H Conference, the annual week-long Junior Leadership Training Conference, and the state 4-H Club Congress, the latter soon to be discontinued. The volunteers who accepted these assignments were putting into practice the 4-H motto--"Learning By Doing." Their efforts were a valuable supplement to the effectiveness of Massachusetts' professional Extension youth workers.

Another change in the leadership pattern was substitution of full-time trained camp directors for the county 4-H agents who had been used earlier. By 1961 all five 4-H camps providing residential summer programs had full-time camp directors who could devote all their energies to developing superior camping programs. Concurrent with this change was improved staff training; "counselors-in-training" programs assured qualified camp staff for the years ahead.

Indicative of the new stress on leadership was a stepped-up program to maintain the interest of adult volunteers. A 1962-63 Northeast 4-H leadership tenure study of 13 states was an evaluation of the use and effectiveness of 4-H Club leaders. The study, directed by Marvin W. Boss, assistant state 4-H Club leader, disclosed the need to differentiate among possible leadership roles so that the varied talents of potential 4-H leaders could be used to best advantage. Equally important was the study's recommendation that men be assigned to 4-H leadership roles whenever possible.

Cooperation with other youth-serving agencies was a further means of building leadership. One such arrangement was with the Commonwealth Service Corps. Through a cooperative arrangement between the Corps and the Extension Service, five semi-professional part-time workers were hired to develop 4-H programs in the urban centers of Worcester, Fitchburg, Clinton, Millbury and Athol.



## "A-CAMPING MORE WILL GO . . . "

About this time Camp Howe in Goshen, which serves Berkshire, Franklin and Hampshire Counties, purchased additional property with a view to future expansion. The Worcester County 4-H camp in Spencer was renamed Camp Marshall in honor of retiring County 4-H Agent Leon O. Marshall, camp director for some 20 years. More land was acquired for the site of the newly-created Worcester County 4-H Center. This Center served as a central location for the increasing number of county 4-H activities tied to Camp Marshall's excellent recreation, overnight and meal facilities.

Camp Middlesex in Ashby, Camp Leslie in Georgetown and Camp Farley in Mashpee hired full-time directors plus specially-trained staff for waterfront, crafts and nature programs.

In 1961 a comprehensive study of 4-H camping in the Commonwealth was made by Extension with the assistance of the University's department of recreation. This study helped chart new directions for 4-H camping over the next decade. A new area of emphasis was winter camping. It was used by several counties to reach groups of capable young people who had previously received intensive junior leadership training. Wintertime junior leadership training institutes, particularly successful in Bristol, Middlesex and Worcester Counties, provided an informal camping atmosphere in which intensive training programs could be coupled with recreation and fellowship.

In an attempt to make the camping program more worthwhile, the season was lengthened. And, an especially significant addition, the camps were opened to handicapped youngsters. Outstanding examples were a 4-H camp program for cerebral palsy patients in Oak Bluffs and an experimental camping program for mentally retarded children from the Belchertown State School. Other special schools were established, as the New England 4-H Horse Camp at Camp Marshall. In another expansion move some 4-H camps allowed Campfire Girls, Girl Scouts and other youth organizations to use their facilities.

## ACCENT ON LEARNING

There were many other important changes at this time. One was the elimination of certain statewide competitive contests in favor of activities promoting understanding and learning. In 1961, for example, Worcester's Union Agricultural Meeting, at which state 4-H corn, egg and lamb shows had been held for many years, was discontinued. A lamb-grading and carcass-judging program for 4-H'ers enrolled in livestock programs was substituted, indicating the direction that state 4-H work was taking. Participants no longer had their lambs judged for type and confirmation. Instead, the first day of this program was devoted to market-grading animals, according to current market conditions. The lambs' market value was emphasized and the animals were graded and paid for on the basis of their consumer value. On the second day the 4-H members visited a packinghouse to see their lambs dressed. The carcasses were then regraded, giving participants an object lesson in the comparative value of live market and carcass grades.

Increased involvement of 4-H youth in these programs was an excellent way to improve their educations. Important, too, were those changes aimed at involving young people in planning and executing their own 4-H programs.

In 1958 a pre-conference training session was set up at the annual State 4-H Conference. Older members with demonstrated leadership qualities were trained to assume major responsibility for conducting their week-long state meeting. Specifically, they were taught to introduce speakers, act as program chairmen, discussion leaders, recreation directors, dormitory proctors and program evaluators.

Another innovation at the state conference was creative dramatics, in the form of an annual 4-H pageant. The 75 to 100 young people engaged in this public performance were learning to use music and drama to put a message across. Interest in this type of program grew and pageants were scheduled at other 4-H events--in Ludlow, Spencer, West Springfield and Mansfield, among others. The appeal of dramatics as a learning vehicle led to formation of drama clubs in some counties. In several parts of the state, the University's speech department faculty provided instruction to 4-H'ers and their leaders at day-long workshops.

### SEARCH FOR IDENTITY

The Fifties, then, were years of major personnel change, of increased stress on developing youth leadership, of program redirection. They were followed by a period of inquiry--a time when the 4-H program in Massachusetts was searching for a new identity. As a result of that search, 4-H direction and leadership, at county and state levels, assumed new directions. A major shift in the early Sixties placed responsibility for teaching materials with the University, thus strengthening the program's educational quality. Staff from the faculties of the College of Agriculture and the School of Home Economics provided subject matter instruction to 4-H leaders, who continued to do the actual teaching of 4-H members.

In the counties there were similar program and staff changes. Worcester County Extension established three district 4-H offices in communities widely separated from the main Worcester office. The northeast district agent had headquarters in Sterling, the northwest district office was in Barre, the southern district office in Oxford. This was one of the organizational attempts to raise the quality and amount of professional leadership in county 4-H work.

Another approach to restructuring 4-H professional staff was modeled on the format in use by Agricultural Extension. First there were attempts to regionalize the youth program in the four western counties informally. A series of meetings among 4-H Extension agents of Berkshire, Franklin, Hampden and Hampshire Counties led to dividing program responsibilities among their various agents on a regional basis.

Everett B. Hatch, Franklin County, was responsible for developing leadership materials and conservation programs for young people; Rebecca J. Dea, Hampshire County, provided leadership for clothing programs; Bruce W. Ogilvie, Hampden County, directed plant science and agricultural

projects. Certain agents were assigned to urban areas, others to rural ones throughout the four-county region.

At this time community level 4-H advisory committees were encouraged to give more local direction to community 4-H programs. Strong 4-H community organization seemed one of the best ways to increase the number of local leaders and give them confidence in their qualifications, thereby reducing the turnover among them.

New directions charted in the late Fifties included a wider concept of 4-H awards. The educational aspect of a program became a key factor in judging. Trips to regional, national and international 4-H events, now an important segment of the 4-H educational objective, were considered. Outstanding individual achievement rather than membership in group projects was recognized. A very significant addition to the evaluating process was the personal interview. For years decisions had been based solely on written 4-H records. The interview requirement--initiated at regional, state and national levels--forced participants to think and respond, under pressure, to compete actively for recognition; to feel a sense of involvement in a valuable educational venture.

The search for new program directions included several experiments. There was the first attempt to organize 4-H work in Nantucket. Previously, any 4-H activities on the island had been informal and conducted by former 4-H members without the aid of Extension agents. Under the guidance of William Metcalfe, assistant state 4-H Club leader, a Nantucket-wide 4-H advisory council was formed. In the first year a horse club and a garden club were organized. Sustaining a 4-H program for Nantucket without continuing professional leadership is probably unrealistic but, like other experiments being tried through the state, the goal is commendable--to bring 4-H experience, through a variety of approaches, to an ever-increasing audience.

#### MORE PRIVATE FUNDS: MORE URBAN PROGRAMS

A change of far-reaching impact on state 4-H work occurred in 1962 when the fledgling Massachusetts 4-H Foundation hired its first executive secretary. William J. Mooney of Ludlow became full-time fund-raising executive, marking the Foundation's initial large-scale commitment to develop private resources for support of the state 4-H program. The move indicated a desire to try new activities for which public funds could not be used. At that time the Foundation looked to county 4-H agents for assistance on its expanded program. The Foundation's concentrated effort to channel private support into state 4-H projects resulted in the first all-out urban 4-H program. Launched in the Roxbury-Dorchester section of Boston in 1966, this was a practical demonstration program, a forerunner of the type of activity most likely to succeed in a highly urbanized area. First step was a series of training sessions for 18 volunteer local leaders. Then these leaders transferred their information and enthusiasm to members of the 15 4-H Club groups which had been established throughout the Roxbury-Dorchester area. By the summer of 1967 these young people had dramatically improved 16 unsightly vacant lots in their community, cleaning them up and planting imaginative arrangements of flowers and shrubs. Perhaps this program's most valuable feature was development of self-leadership. Mrs. George Bailey of Roxbury served as the local coordinator for finding facilities, equipment and volunteer adult leadership.



In late 1967 Herbert C. Fordham, who had been Extension specialist at the University's Waltham Field Station, was employed as the first full-time youth Extension agent in Suffolk County. The appointment was a major step towards insuring continuing leadership for a program which, potentially, offers Massachusetts 4-H'ers one of its greatest challenges.

Now that private financial support was available, the scope of 4-H could be widened. One audience to receive greater attention was the older youth for whom the Senior 4-H Forum was instituted. This two-day learning program was held in Boston and emphasized career exploration and citizenship development. Any older teenager, whether or not he had participated in 4-H Club work, was welcome. Mildred L. Howell, assistant state 4-H Club leader, the Forum's first chairman, designed the program as a supplement to the 4-H leadership and career inquiry activities carried on at county and community levels.

### "ACTION WORKSHOPS"

Another program undertaken in the Sixties was a series of community-oriented workshops. A part of the State 4-H Conference was turned over to "action workshops" through which young people were able to participate in community service endeavors. Among these were summer recreation programs and work with nursing home patients, the elderly, and mentally retarded children. The apathy towards the latter was a startling revelation to the young volunteers. Out of 1600 mentally retarded children residing at the Belchertown School in 1965, only four had parents who would sign releases allowing their children to be photographed for publication. The reluctance of the overwhelming percentage of parents to acknowledge publicly the fact of their children's retardation made it clear that only a massive educational campaign could make the general public aware of the problem's extent.

The action workshops had far-reaching ramifications for 4-H'ers during the following year. Typical of action in many sections of the state were a year-round residential 4-H program for retarded children at the Belchertown School and a 12-month program at the Wrentham State School. The first was spearheaded by Mrs. Vesta M. Coombs, Franklin County, and the second by Herbert W. Taylor, Norfolk County.

### ACCENT ON COOPERATION

This was the period when 4-H began to work more closely with other educational institutions and to sponsor educational youth opportunities with them. One uniquely-patterned program was a bicycle safety project for boys and girls in grades four through six, co-sponsored by the Extension Division of 4-H and Youth Programs, the Western Massachusetts Safety Council and the Safety Council of Worcester. Cycle safety information was disseminated to more than 13,000 youngsters in central and western Massachusetts. Local law enforcement officers handled safety instruction in cooperation with area safety councils. Extension's 4-H staff, directed by State Leader Howes, arranged for examinations and for preparation of safety manuals for participants and guides for instructors.

Another innovation in programming was the "science in action" conference held at the University in 1966. Over 600 public and parochial high school juniors with special interest in science attended the day-long program, heard speakers on scientific subjects, took part in workshops, viewed scientific exhibits. Purpose of this special activity was to give students firsthand reports on research which College of Agriculture faculty were doing in the life sciences.

County 4-H agents were not directly involved in either of the preceding projects. Response was so good that a second "science in action" conference the following year offered two identical day-long programs. Attended largely by young people who had never been connected with traditional 4-H work, these conferences were further proof that cooperation with school officials was beneficial to Massachusetts 4-H work.

### WIDER HORIZONS: EXCHANGE PROGRAMS

Things began moving in the Sixties--beyond state boundaries, to the nation's capital, across the seas. The value of exchange programs with individuals and groups in other states was increasingly evident. Interstate projects were accepted procedure, adult leaders from several states shared training sessions at the National 4-H Foundation's Leadership Training Forum. Some 4-H members began visiting their counterparts in other states. Some took to air travel, to have more time with their hosts in places as distant as North Carolina and Colorado.

A popular citizenship short course was the week-long excursion to the District of Columbia where travelers were lodged at the National 4-H Center in suburban Chevy Chase. This was a practical way for 4-H members and leaders from all parts of the country to meet, talk and learn together. It was also a chance to meet congressmen and other government leaders and talk about social, political and economic problems. Political figures became three-dimensional, not just newspaper photos or faces on TV.

The highly successful International Farm Youth Exchange (IFYE) continued to extend the 4-H program beyond national boundaries. "IFYE" was a noteworthy experience for those 20 to 30-year olds fortunate enough to participate in it. In 1967 a program was worked out for 4-H members under 20 years in connection with Montreal's Expo '67. This exchange was arranged between French-Canadian and Massachusetts 4-H'ers. These are the types of international good will activities that will undoubtedly be expanded in future years.

For 4-H members of high school age, there is "Teen Caravan," a short-term summer exchange between the United States and certain European and South American countries. All these programs were spearheaded by Miss Howell as part of the Massachusetts "People to People" program.

### THE MESSAGE AND THE MEDIUM

About this time television was being explored as a medium for 4-H instruction in Massachusetts. It was first used for a 13-week half-hour electrical club series, aired in the Boston and Hartford

area during the winter and spring of 1960. Almost 3500 young viewers were able to participate without in-person adult leaders. Although the experience was successful, it was only in 1964 that a second 4-H television series was attempted. This time a New Bedford 4-H electrical club took to the airways in southeastern Massachusetts, under the leadership of Bristol County agent, John S. Farrell. Fewer than 700 took part in this effort but the program was important as a testing ground for the 4-H television programming which the staff, under the direction of Mr. Metcalfe, would inaugurate over the next three years.

Whereas the first two series had been aimed at groups of listeners, later efforts were directed to participants as individuals. Again the schools were the intermediary by which individuals were reached. In 1966 as a result of close cooperation with public and parochial school officials, a 10-week 4-H television science series attracted 15,000 student-viewers and over 102,000 requests for information. Once more television proved its value as an informal, educational supplement to formal classroom instruction. Another 4-H science series was shown on four Massachusetts television stations in 1968, had 66,800 enrollees and generated about 274,000 requests for information. In addition some 9700 classroom teachers in 1200 schools and 267 communities used the series as background for class discussions.

Proof seems conclusive that sustained 4-H programming via television is a successful tool for reaching larger youth audiences.

#### FORECAST: MORE CHANGE

A study of 4-H Club work in the Commonwealth was launched by the Legislature in 1966 and was later expanded to examine the structure of all county Extension work. The final report of this study commission may well set the stage for future forms of youth activities. State Senator John E. Bar-rus of Goshen, who has given continuous support to the state 4-H program, served as chairman of the investigation.

#### IMPERATIVES FOR THE FUTURE

For a long time 4-H leaders had dreamed of a state 4-H center, to be used for major, informal, educational events. In 1968 the Warren Benevolent Fund donated land in Ashland for that purpose, and the dream came closer to reality. The Massachusetts 4-H Foundation has now initiated plans to develop the 48-acre property--located approximately a half-hour's drive from most of the state's population--into a residential conference site. Bringing these plans to completion is high on the list of near-term 4-H imperatives.

The question of moral and ethical dilemmas confronting young people today indicates another imperative. The 1967 State 4-H Conference included probing discussions on civil rights, drug abuse, changing sexual mores, the Vietnam conflict and similar issues of deep concern to the state's 14,000 4-H members. The 4-H program must continue to focus on such troubling problems and lead in the attempt to find answers.



On the other hand it must not aim exclusively at problems peculiar to the "mod generation." There is still genuine interest in our heritage, in the rich historical tradition which Massachusetts offers present-day America. Still another imperative is suggested by the "Heritage Days" program started in 1967 on the premise that reviewing historical developments makes understanding contemporary problems easier. The first of these day-long trips to study state historical sites found the 100 participants at Sturbridge Village, learning about colonial life and relating it to present-day living. Future "Heritage Days" are planned for Old Deerfield Village, the first iron foundry in Saugus, and Shaker Village in Hancock.

Attention to new staff patterns for youth Extension workers is also called for. By 1966 some 4-H state staff had already been given assignments at the University. Some taught part time, some were advisors on the Honors Colloquium of the College of Arts and Sciences, others helped to develop a graduate course in administration of adult education for the School of Education. By 1968 most Extension subject matter specialists in both the College of Agriculture and in the School of Home Economics, held part-time responsibilities for other than Extension. It seems certain that those youth Extension workers based at the University will become increasingly involved in a variety of academic responsibilities.

Data processing equipment, keypunch cards and other hardware entered the 4-H picture as part of the logistical support for the 1968 4-H television science series. Their use, in conjunction with the University's Research Computing Center, made it possible to handle the tremendous volume of requests and to get supportive materials to participants quickly. The need to utilize available hardware and software effectively is yet another imperative for the future.

By the late Sixties the emerging pattern of state 4-H work included cooperation with other educational organizations; emphasis on new urban area programs utilizing untraditional experimental activities; greater use of mass media as a tool to educate large numbers of young people.

The great need for improved international understanding is still basic. The 4-H program is committed to such efforts as IFYE and cultural exchanges with Western Europe and South America. 4-H'ers are encouraged to take "Teen Caravans" and other educational trips.

Within the past decade the Massachusetts 4-H program has undergone decisive changes in program and clientele. It has searched diligently for identity and set its sights on workable imperatives for the future. Methods and vehicles may change, but the 4-H program in Massachusetts will continue to offer young people practical, useful opportunities to "Learn by Doing."

A letter from General of the Army, Creighton W. Abrams, a former 4-H member and, in 1968, assigned command of the United States forces in Vietnam, expresses the feeling of many 4-H'ers through the years. General Abrams says, ". . . For the years I spent in 4-H Club work, Mr. Farley was my hero as he was the inspiration of all of us who toiled happily and confidently in the 4-H program. I have always been proud of my participation in 4-H Club work because it placed me with a lot of earnest young people guided by a devoted group of elders. It also developed in me a confidence that I would do things myself and see them through . . ."

# 4-H Club Work



Essex County 4-H members in the 1930's work industriously on their sewing projects.



Those prize beets are the pride and joy of this 1918 South Amherst, Hampshire County 4-H'er.



A poultry exhibit at the 1923 Brockton Fair.



A Bristol County 4-H boy views one of his pigs for exhibit at the fair.



There's not a weed to be seen in this early 4-H'ers garden in Bristol County.



A 4-H Dairy Judging Team places a Holstein first in its class.



With saw in hand, young 4-H'er begins his handicraft project.



An early 4-H'er gets ready to knead her bread dough in a 4-H demonstration.

Home Economics Scholarship Judging Contest in progress at Eastern States Exposition.



Front row, right: Mr. George L. Farley, first State 4-H Leader, with 4-H delegation.



## UNITED STATES TREASURY DEPARTMENT

*For distinguished services rendered in behalf of the  
War Finance Program this citation is awarded to*

### **4-H Clubs**

*Given under my hand and seal on July 5, 1945.*

*Henry Morgenthau Jr.*

SECRETARY OF THE TREASURY

Massachusetts 4-H Clubs were  
recognized for their war effort  
during World War II.

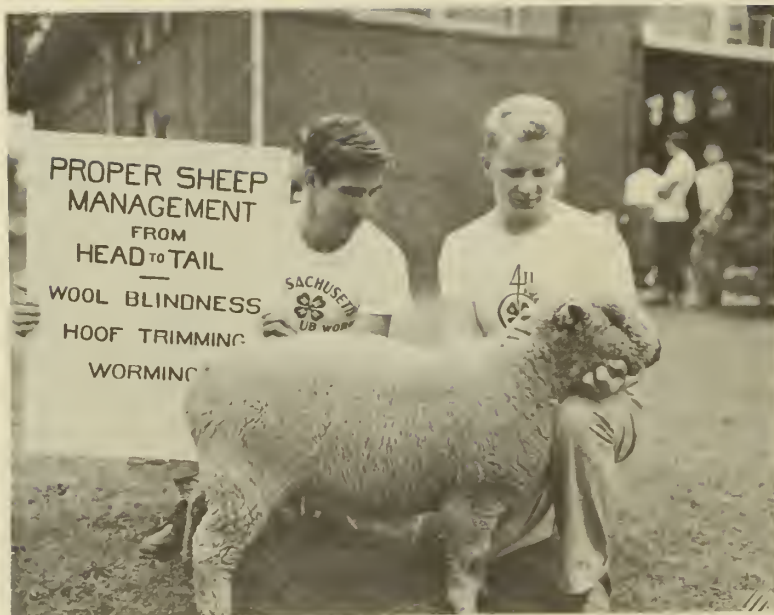


These 4-H girls enjoy the sights  
on the 1947 Teen Tour.



Leaders and members work together  
to renovate a Middleboro, Plymouth County  
Club House.





4-H'ers in the sheep project learn proper management in caring for their sheep from these Hampshire County demonstrators.



President Eisenhower welcomes the "Report to the Nation" Team in Washington, D. C. (Third from right: Karyl Ann Benson, Plymouth County.)



Mildred L. Howell, State 4-H Staff, discusses the Exchange Program with Joseph McDaniel, IFYE to India, and Mohoto Sato, IFYE from Japan. 1955.

Tena Bishop Klein, State 4-H Staff, third from left, and Earl Carpenter, Extension Specialist, second from left, with Farm Safety Delegation at 1957 State Club Congress.



Donald Watson, Editor of New England Homestead, presents 4-H Foundation Award to Harley Leland, State 4-H Staff, at 1957 State Club Congress.



Mr. and Mrs. Earle Nodine, State 4-H Staff, with Massachusetts delegation at 1957 New England Poultry Producers Conference.



Girls help each other look their best  
before modeling in the 1957 State  
4-H Dress Revue.



Massachusetts is well represented with  
National Project winners in 1957.



This 1958 prize egg grading team from  
Hampshire County can tell much about  
the inside before the egg is opened.



Miss Corinne Petit, (second row, right),  
State 4-H Secretary for many years,  
accompanied the 1958 National 4-H  
Delegates to Chicago.



This Middlesex County demonstration  
team shows how to turn dairy products  
into a "Farmer's Delight."



Girls prepare their demonstrations at  
the 1958 Eastern States Exposition.

Ruth McIntire, Extension Recreation Specialist, leads "Balloon Bat," one of the games 4-H'ers took back to their clubs from the 1959 State 4-H Conference.



The 1959 National 4-H Club Congress delegates board the plane for their return home. 1957 was the first year the delegates went to Chicago by plane.



Mr. Horace M. Jones, retired State 4-H Club Leader, left, and Mrs. Ethel M. Cross, Hampden County 4-H Agent, right, with 4-H award winners at 1959 State 4-H Club Congress.





Mrs. Elton W. Halladay, Franklin County  
4-H Leader, presents award at 1959  
State 4-H Dairy Show while Clarence  
Parsons, Extension Specialist, looks on.



This Middlesex County 4-H'er demonstrates  
the use of an automatic feeder for horses.



Lila Jarkko, Worcester County, winner of  
a Special Award Medal for her health  
demonstration on foot care.



"Career Exploration" is an important part of the 4-H program in preparing youth for their roles as future adults. 1963.



Purebred or mongrel — any dog can be a winning 4-H project.



The 1963 State 4-H Conference Pageant highlighted the 100th Anniversary of the University.

The Woburn 4-H Club Band which played at the 1964-65 New York World's Fair in one of its more quiet moments.



Pageantry at the State 4-H Club Conference.



Massachusetts 4-H members take time for sightseeing at the New York World's Fair between Dress Revue and the Pageant.



Farley 4-H Lodge, built by 4-H'ers in the 1930's, being moved at the University of Massachusetts to its present location, 1967.



Commissioner of Agriculture Charles H. McNamara presents Purebred Dairy Cattle Association awards to 4-H youth.



John Noyes, Extension Forester, discusses good forest management with 4-H boys at State 4-H Conference.





4-H'ers brighten the day for these ladies at the Amherst Nursing Home.

4-H Leaders compare ideas on working with youth at a 1969 Leader's Institute.



4-H TV Club prepares for weekly meeting.

"How Does the Tree Grow" seems to be the discussion at Camp Middlesex.



4-H'ers visit Belchertown State School as part of a 1968 Community Service Workshop at State 4-H Conference.

Governor and Mrs. John Volpe make a contribution to the Massachusetts 4-H Youth Center in a presentation to Mrs. Irene Wright, President, and Mr. William Mooney, Executive Secretary, Massachusetts 4-H Foundation.





Steve Bruscoe of Hampshire County  
orients a group of 4-H'ers for the Beef  
Show at Eastern States Exposition.



Byron Colby, Extension Specialist, works  
with local leaders at Eastern States  
Exposition.



Hampshire County 4-H group poses in front  
of the Prince Albert Monument in London  
on the First 4-H International Tour, 1970.





Mayor Kevin White of Boston discusses the 1970 Suffolk County 4-H Fair with this committee of 4-H leaders.

Window boxes are made and painted by Boston 4-H'ers, all ready to be planted with flowers to beautify their homes.



Winning team at the National 4-H Dairy Cattle Judging Contest in 1970, shown with Thomas Noyes, Berkshire County 4-H Agent.

Even boys enjoy learning about food and nutrition through the ENEP.



Many hours of practice are necessary to prepare for a 4-H Horse Show.



4-H'ers make a space for a garden in Roxbury — there's always satisfaction in growing things.



Mr. J. Richard Beattie, Associate Director of Extension, presents a "Citation for Outstanding Service to 4-H" to Mr. George Mullen, President of the 4-H Foundation.





A group of boys and girls enter the 4-H Nutrition Bus, parked in downtown Worcester.



John Chase, President of Warren Benevolent Fund, presenting deed to 4-H Youth Center property in Ashland to Daniel Everitt, Middlesex County 4-H member. Senator Leverett Saltonstall views the presentation.



The new 4-H Youth Center in Ashland will be the headquarters for many 4-H activities.



# Pioneers

The nine pioneers selected represent only a small number of the women and men who have contributed to the progress of the Massachusetts Cooperative Extension Service, both in the early years of the development and in pioneering new program during the 60 years. In making selections, many who were "first" are left out.

## KENYON L. BUTTERFIELD: NATIONAL EXTENSION PIONEER



"The organization of an Extension department need not involve any interference with the work of other agencies which attempt to educate adult farmers . . . Cooperation, not antagonism will be its motto." --1906 Inaugural Address

Kenyon L. Butterfield, president of Massachusetts Agricultural College, and Seaman A. Knapp, United States Department of Agriculture, were the chief exponents of two very different views of what Extension meant and how it should be conducted. Knapp advocated "cooperative farm demonstrations" directed by the United States Department of Agriculture through its field agents. Butterfield urged a system of "agricultural college Extension" planned by the states and including farm demonstrations as one of several possible methods. He declared, "The agricultural college is the proper place for centralizing this Extension teaching because this work is, first of all, educational in its aims . . . The importance of the department of college Extension . . . is that, through it, all the forces that aim to disseminate information among the rural masses can be focused. All the aims of the college that are extra-academic can here be centralized. Ultimately our Extension teaching must TEACH--teach with system and persistency."

Knapp is quoted as saying of some insistent college officials, "They talk of wanting to do Extension but they have nothing to extend." On another occasion, in the office of Secretary of Agriculture James Wilson, he was asked why he opposed a proposal to put demonstrations in the hands of traditional educators. "Three reasons, Mr. Secretary," he replied. "These gentlemen, number one, don't know anything about farming. Number two, they don't know anything about education. And number three, they don't know anything about people."

Harsh words, indeed, and probably far beyond his usual feelings in the heat of the moment. As a matter of fact, Knapp had drawn up agreements with several southern agricultural colleges. The first had been with Texas A and M in July 1905; and in the fall of 1908, he had signed with the Agricultural College of Alabama the agreement to cooperate on boys' club work which was the first such memorandum of understanding. It was a proposal later embodied in the Smith-Lever Act.

Association to cope with the question. Finally Butterfield was the pilot appointed to guide through Congress the McLaughlin Bill drafted under his supervision to embody the principles and provisions desired by virtually every delegate of the half a hundred state colleges and universities, who made their points of view known during the conventions of the Association from 1905 through 1912."

As a member of the Commission on Country Life, appointed by President Theodore Roosevelt in 1908, Dr. Butterfield had another opportunity to get in a favorable word for agricultural college Extension. In November and December of 1908, this Commission held hearings at 30 places ranging from Boston to Los Angeles. The report to Congress in January 1909, signed by all members of the Commission, contained passages which were certainly suggested, if not written, by Dr. Butterfield. For instance, "Each state college of agriculture should be empowered to organize as soon as practicable a complete department of college Extension, so managed as to reach every person on the land in its state with both information and inspiration. The work should include such forms of Extension teaching as lectures, bulletins, reading courses, correspondence courses, demonstrations and other means of reaching the people at home and on their farms. It should be designed to forward not only the business of agriculture but sanitation, education, homemaking and all interests of community life . . . We suggest the establishment of a nation-wide Extension work. The first or original work of the agricultural branches of the land grant college was academic in the old sense; later there was added the great field of experiment and research. There now should be added a third coordinate branch, comprising Extension work, without which no college of agriculture can adequately serve its state."

The report of the Commission on Country Life was another important step toward passage of the Smith-Lever Act. Between December 1909 and September 1913, no less than 16 bills for federal aid to Extension were introduced in the House of Representatives. The views they represented varied all the way from unrestricted grants for state agricultural colleges to appropriations solely for the Farmers' Cooperative Demonstrations, the latter sponsored by the U.S. Department of Agriculture. Without Dr. Butterfield's constant effort, the latter view might well have prevailed. The final result was a cooperative working arrangement between the colleges and the Department which preserved the demonstration method but permitted states to supplement methods to meet local needs.

Another factor in Extension development was the appointment of David F. Houston as secretary of agriculture in 1913. Ten years earlier, as president of Texas A and M College, Houston had been associated with Knapp, then chairman of the Extension Committee, and he was able to bring their divergent viewpoints together in a workable relationship. Addressing the Association of American Agricultural Colleges and Experiment Stations in November 1914, Secretary Houston said of the recently enacted Extension law, "This is a most satisfactory outcome. We want to have just as few agencies as possible doing this particular kind of work in any community. The work is all of a kind, and in the aggregate represents the largest and, in my judgment, in many respects the most significant piece of educational work that any nation has ever undertaken."

Dr. Butterfield noted, "The United States has been singularly alert in the development of plans for agricultural education. The Department of Agriculture, the great sisterhood of state agricultural colleges and experiment stations, and the wonderful system of Extension education just now evolving through the cooperation of these agencies with the county farm bureaus, comprises a scheme of educational activities on behalf of the farmer unapproached elsewhere in the world."



Butterfield's interest in Extension work made him one of its pioneers. At an 1897 meeting of the American Association of Farmers' Institute Managers in Columbus, Ohio, while he was superintendent of Farmers' Institutes in Michigan, he had commended, "the idea of systematic, long-continued and thorough instruction to the farmers the year through." He had also suggested "pecuniary aid by the national government to land grant colleges for agricultural Extension work." This was the germ of the idea which 17 years later resulted in the passage of the Smith-Lever Act which created the Cooperative Extension Service.

In 1904 at the annual meeting of the Association of American Agricultural Colleges and Experiment Stations, Butterfield--by then president of Rhode Island State College--in a discussion on "The Social Phase of Agricultural Extension" said, "To carry out the function of the agricultural college, we need, finally, a vast enlargement of Extension work among farmers. This work will not only be dignified by a standing in the college coordinate with research and the teaching of students, but it will rank as a distinct department with a faculty of men whose chief business is to teach the people who cannot come to the college."

A year later the Association appointed Butterfield chairman of the Committee on Extension Work, a position he was to occupy during all those years when the Extension Service was taking shape.

The Committee on Extension Work was very active. It collected information from more than 300 agencies engaged in what could be broadly considered agricultural Extension work. Among them were colleges, experiment stations, normal schools, industrial high schools, state and county departments of education, state and county agricultural organizations, libraries, granges and the agricultural press.

The work done by the colleges fell into four groups; farmers' institutes, itinerant lectures other than those at farmers' institutes, literature (publications, press articles, reading courses, traveling libraries), object lessons (field demonstrations, exhibits at fairs, judging, tours to experiment stations, work of boys' and girls' clubs). Using the activities reported to the Committee on Extension as guidelines, the committee prepared this tentative definition: "Extension teaching in agriculture embraces those forms of instruction having to do with improved methods of agricultural production and with the general welfare of the rural population, that are offered to people not enrolled as resident pupils in educational institutions."

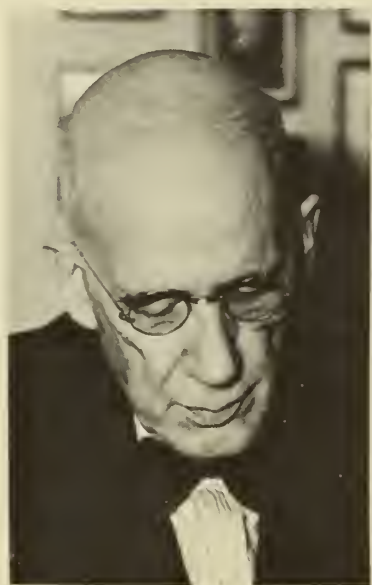
The Committee report in 1907 summarized agricultural Extension work being done by 42 colleges in 39 states. In 1908 and 1909 they recommended that the Association create a "Section of Extension work to be on an equal footing with research." The recommendation became effective in 1910 and interest spread rapidly. By 1913 almost \$1,000,000 had been raised for Extension work by agricultural colleges, about two-thirds from state appropriations, one-sixth from local contributions, one-sixth from other sources.

In his biography of Seaman A. Knapp, author Joseph C. Bailey says, "Dr. Kenyon L. Butterfield, president of the Massachusetts Agricultural College . . . one of the ablest and most influential officials of the Association of American Agricultural Colleges and Experiment Stations for more than a generation, was the individual who, more than any other, was responsible for bringing the subject of Extension work in agriculture before the Association, for forming its mind and formulating its policies . . . for organizing first a committee and then a section of the

(The above is from Butterfield's book THE FARMER AND THE NEW DAY, published by Macmillan in 1919. Professor Victor Rice, former dean of agriculture at the Massachusetts State College, once remarked that President Butterfield had told his faculty there were two things every college teacher should do--(1) write a book and (2) not publish it. Butterfield and Rice both adhered to the first but, fortunately, not to the second.)

Three land grant institutions--Rhode Island, Massachusetts and Michigan--had the benefit of Kenyon L. Butterfield's constructive planning as president. Yet the greatest contribution he made to the cause of education was his persistent effort to have agricultural Extension work established as a part of the land grant colleges. Between 1897 and 1914 he urged federal aid to agricultural colleges to carry out Extension programs. More than anyone else, he helped place Extension work on a par with resident teaching and research in the colleges. As a result the United States became virtually the only country in the world to have its Cooperative Extension Service operate nation-wide through the state colleges of agriculture--a plan which, in large measure, accounts for its continuing strength and effectiveness.

## GEORGE L. FARLEY: AN APPRECIATION



"People who say it can't be done are constantly getting in the way of people who are doing it."

George H. Erickson, a former county 4-H agent for Middlesex County, was a student in the Brockton schools where Mr. Farley started his garden clubs in 1910. He was also associated with him during most of Uncle George's 25 years of leadership in the state 4-H office. The following excerpts are taken from a history written by Mr. Erickson in 1947.

If it be true that every movement for human betterment is but the lengthened shadow of a person, then 4-H Club work in Massachusetts is the personification of George L. Farley. The inspiration he provided was the driving force that converted an idea into an accomplished fact. He sold the idea of 4-H Club work to virtually every town in the Commonwealth and forged a program that has blazed new trails in education. His influence went far beyond Massachusetts, and his counsel was constantly sought at national gatherings.

Affectionately known as "Uncle George" to thousands of boys, girls and adults, he gave unstintingly of himself. He was constantly in demand as a speaker at schools, county rallies, granges, service clubs, parent-teacher associations, 4-H leaders' meetings and gatherings of all kinds. He never said no to any invitation he could possibly work into his schedule. At times he traveled clear across the state rather than disappoint some group.

This highly developed sense of duty, this unusual desire to be of service, this enthusiasm to spread the gospel of 4-H, this sacrificing of his own time and energy went way beyond what would be expected of any man. It could well have had much to do with the catastrophe which befell him later. For some time, unknown to any of his co-workers or friends, probably known only to his immediate family, he kept up the hard pace of long trips, long hours, and much night driving even though he had lost the sight of one eye. It was only natural, then, that illness struck where he was weakest, in his poor overworked remaining eye.



In 1873 George Louis Farley was born in Lynn, Massachusetts where he received his grammar school and high school education. Working in his father's store, he learned the important lesson of thoroughness, "seeing a job through to the finish." After graduating from Dartmouth College in 1898, where he had been elected to membership in Phi Beta Kappa and Phi Kappa Phi, he taught school in Hanover, New Hampshire; Hyde Park, New York; Cambridge and Brookline, Massachusetts; and New Haven, Connecticut.

In 1910 when he was superintendent of schools in Brockton, Massachusetts, he promoted school gardens to bring home and school into close cooperation. The idea caught on and developed as an educational tool. It was similar to the corn and potato clubs in the Connecticut Valley, but developed quite independently. The Massachusetts Agricultural College responded to Mr. Farley's call for aid, and they were soon working together toward a common goal.

Because of the fine work done at Brockton, he was asked in 1916 to come to Amherst to head up the boys' and girls' club work, as it was then known. Because he believed so thoroughly in the work, he enthusiastically accepted the job of state leader even though it meant a sacrifice in salary and comfort. He succeeded O.A. Morton, the first state leader, who had also been a superintendent of schools.

The basic plan was a local club served by a volunteer who had been trained by county and state Extension workers. During the next 25 years, more than 220,000 Massachusetts boys and girls were enrolled in 4-H Club work.

In the early days Mr. Farley visited all club members in the state, but as the work expanded he had to delegate this task to county Club agents. Always a "go-getter," he had a definite goal in mind and set out to attain it. He would not be swerved from his course by circumstances nor allow problems to annoy him. It was this spirit that helped him make such a fine contribution to 4-H . . .

"If you want to get something done," he would say, "go to the busiest person in town, for he is in the habit of doing things." When he needed financial help to make the Junior Leaders' Camp a real factor in training older club members, he appealed to the State Department of Agriculture which thereafter set aside a substantial sum for him each year. He appealed to the Massachusetts Society for Promoting Agriculture to support 4-H poultry and dairy cattle exhibits at the Eastern States Exposition and they have put thousands of dollars into this phase of 4-H work.

Mr. Farley had a way of improvising to meet unusual situations. He knew what approach to use to gain a point. This quality served well in a program which had few precedents and was blazing its own trail into new fields. He could adapt himself to any kind of group, young or old, those merely seeking entertainment and those who were profound educators. He had a knack of capturing attention, holding it and giving his audience something to think about and remember.

Uncle George was an unusually friendly person. He had a personality that attracted folks; he met people easily and took an interest in everyone; and he always had something of interest to talk about. He purposely dropped into our county office from time to time. You might be up to your ears in work or anxious to get away, but when Uncle George called you were always glad to see him and give him all the time he could give you. As he got out of the car or came up the walk,

somebody would see him and call out, "Here comes Mr. Farley." Immediately there would be excitement in the office. If by chance he hadn't been announced, you would still know he was there. No one else had such a cheery, booming greeting. He usually had something to say to each clerk, then he would come over to our side of the office and talk to all of us.

He was a great believer in the American home. He felt that one of Club work's most important contributions was the interest in the home aroused in young people. "Most youth activities," he said, "tend to take our young people away from home. Most 4-H projects center in the home."

He believed in "learning by doing" and was sure that 4-H did this effectively. He advocated thrift and urged young people to "learn the value of a dollar." Too many, he thought, had what O.H. Benson had described as "a million-dollar appetite and a fifteen-cent pocketbook." "Club work," he said, "offers boys and girls a chance to earn money and to learn what it takes to earn it."

The real success of a leader is measured by the extent to which he inspires others. In developing leaders, county and local, Mr. Farley was at his best. He used that friendly interchange of ideas which gave him the viewpoint of the local group and gave others the benefit of his broad vision. Leaders who might be discouraged and ready to quit would talk with him and go back with a new determination and satisfaction, realizing that they had an important job to do. He never missed an opportunity to pat leaders on the back and to express his appreciation for their fine work. He was always open to suggestions. From time to time folks would come to Mr. Farley with ideas for new 4-H projects. He would listen intently, then say, "Let's try it." Another of his attainments was his ability to inspire people to believe in themselves, to do their best, and strive for something better. No one ever knew how many young people he influenced to get a higher education.

The Candlelight Service was one of his contributions to state Club work. He first saw it in Virginia and brought it to Massachusetts, making some changes and additions, where it became the high point of every state camp. County club agents began bringing camps to a close with this Service. Being chosen to represent one of the four H's was an honor; being selected the "Camp Spirit" was the greatest honor that could come to a camper. Mr. Farley put great feeling and enthusiasm into these Candlelight Services, and it was not unusual for people to leave without saying a word, deep in thought and often with tears in their eyes.

Uncle George underwent a series of operations in 1933 and 1934, in the hope of restoring his sight. When these failed and he realized he would remain blind, he became very discouraged for a time. However, he was reminded that for 20 years he had been traveling the state telling young people there were opportunities everywhere, that there were no obstacles too big to be overcome. This raised the questions, "Are you going back on the principles you have always believed in? Are you going to show by example that you didn't mean what you said? Are you going to let down the thousands of boys and girls, men and women who believe in you?"

He determined to carry on, to prove that even blindness can be overcome. And how gloriously he did it! Again he became cheery "Uncle Goerge," with the old enthusiasm and a place in his heart for everybody. Most people believed he made even finer talks after losing his sight. Being blind and a deep thinker, he had less distractions and more time to think things out. He talked as though he saw and he never let his handicap prevent him from getting around. He continued to attend national 4-H camps and national 4-H congresses. Probably the best talk he ever made was close to

the end of his career, before that big, really wonderful audience of 1400 leaders and older club members, the cream of the country, at the 1941 National 4-H Congress in Chicago. His subject, "Overcoming Obstacles."

No wonder boys and girls enjoyed Mr. Farley. No wonder they remembered him, and still do. Several memorials honor the memory of this great man. Dearest to his heart, perhaps, is the Farley 4-H Club House, built in 1933 on the campus of the University of Massachusetts for the use of visiting 4-H groups. This building was erected largely through contributions and by volunteer labor. The heart and soul of 4-H Club work in Massachusetts went into its construction--an example of the "Hop-to-it" spirit. A companion building, Bowditch Lodge, was built in 1936.

The Massachusetts Society for Promoting Agriculture established a Farley Memorial Fund which provides scholarships for deserving students. His fellow Extension workers established a memorial scholarship. The Massachusetts Society for Promoting Agriculture, on its 150th anniversary, posthumously presented a medal and citation reading: "George L. Farley For a Life of Leadership to 4-H Boys and Girls." In 1944 a Liberty Ship, the SS George L. Farley, was launched in Portland, Maine, and used to transport troops and supplies to the war zones. In 1947 Delta Chapter of 4-H All-Stars presented a bronze plaque, to be attached to the Farley 4-H Club House.

If 4-H Club work had saints, the name of George L. Farley would be at the top of the list. Here was a man whose life, vision, and spirit were carried over into the lives of others. He continues to live in the hearts of those he served, and his spirit is still felt in the thousands of Massachusetts homes.

George L. Farley was a great man with a great vision.



## ALLISTER F. MACDOUGALL: FIRST MASSACHUSETTS EXTENSION AGENT



"Cooperation, understanding, friendliness and a desire to learn and to help their neighbors--these were always found among the farm and rural people."

Extension work at the Massachusetts Agricultural College had been developing informally for about four years before the first Massachusetts Extension agent was hired on a formal basis. In these preliminary years, Allister F. MacDougall explains, four or five teachers had been sent into the field, going to county fairs where they set up large tents filled with farm exhibits, holding four-day Extension schools, conducting special institutions through the states and a "Farm and Home Week" on the College campus.

By 1913 the time had come to add a staff member whose specific assignment would be the towns back off the railroad--areas inaccessible to the trains and electric cars which were the usual modes of transportation. The Hampden County Improvement League, an experiment organized in Springfield, did have a field staff which was trying to bring city and county interests together, but there was no one responsible for reaching all the small rural towns and farm people over the state. The man who was to take on that responsibility for the first time describes what happened.

Says Allister F. MacDougall, the state's pioneer Extension agent, "And so the College began looking for a 'traveling instructor' trained in general agriculture. Plans were made to furnish him with a truck which would be designed as an example of what a farmer might use and which would also be used for demonstration purposes. It was to be equipped with such farm equipment as a barrel spray pump, pruning tools, milk tester, drainage level, apple-barrel press and food samples, a stereoptician machine and a traveling library. A Chase chassis was bought and mounted with a body built by the Orcott Wagon Works of Northampton. It had high wooden wheels, narrow hard rubber tires and a three-cylinder, air-cooled engine. It was chain-driven, had one acetylene gas light on the dash, supplemented by two kerosene lamps on the side of the

truck and one in the rear, and an isinglass curtain that could be dropped in front of the driver in case of storm. There was a foot brake but no emergency brake. The truck was enclosed behind the driver's cab and had a step and double doors at the rear for loading and unloading. Its estimated maximum speed was 16 miles an hour. A man who could state he had driven the truck 100 miles was able to obtain a driving license."

The salary for this "traveling instructor" was set at \$1000 a year. "The instructor was expected to 'board around' in the country towns," continues Mr. MacDougall, "so as to limit expenses, as much as possible, to gasoline and oil and, at the same time, to become personally acquainted with the farm people. Since the instructor was expected to be away from Amherst for two, three, four weeks at a time, it was felt that a young, unattached man might be best qualified for the position."

In June 1913 MacDougall was a senior at the College, hoping to follow graduation that month with a job as farm manager. However, no jobs were available and he was about to become a teacher of vocational agriculture at an annual salary of \$1200 when, in his words, "Out of the clear sky, I was asked to call at Director Hurd's office and told of the new position being created. It sounded like a challenge and, after being broke for four years in college, the \$1000 a year salary sounded awfully good. I was on my way to what proved to be a lifetime career of Extension work."

Mr. MacDougall calls attention to the bronze plaque which was placed on South College during the 25th anniversary celebration of Extension work in Massachusetts to pay well-deserved tribute to the two men named on it--President Kenyon L. Butterfield and Director William D. Hurd. "President Butterfield," MacDougall notes, "had a burning missionary zeal to serve farm people. Even before leaving the presidency of Rhode Island Agricultural College for Massachusetts, he had been in touch with Mr. Hurd, who was then teaching agriculture at the University of Maine. Butterfield felt that Hurd had the knowledge, imagination and drive to blaze the new trail needed to reach the rural people of this state, in their homes and on the farms."

For two years the "traveling instructor" covered Massachusetts from the Berkshires to Cape Cod. "Almost every night, I slept in a different farm home bed," recalls MacDougall, "eating heartily at the farmer's kitchen table, making farm visits in the morning, giving demonstrations in the afternoon, lectures in the evening. I lived and worked as close to farm families as possible. I demonstrated how to prune and spray fruit trees, how best to pack apples in barrels, how to judge cattle. I spoke to assembled farm families almost nightly in church vestries or district schools. When the farmers assembled at the milk car at the railroad station, I demonstrated how to test milk for butterfat. Everywhere I used rural ministers, rabbis, school superintendents, agricultural instructors, district school teachers, grange leaders and plain down-to-earth farmers and their families for leadership and guidance."

About two years later, following passage of the Smith-Lever Act, county farm bureaus started popping up all over. In February 1915 in a room supplied by the Northampton Chamber of Commerce, the new Hampshire County Farm Bureau was set up. Its destiny, MacDougall reports, was in the hands of a banker, a homemaker and a group of leading farmers, headed by the chairman of the county commissioners.

"An agricultural agent who could tie the relationships between the college and the county closely together was wanted in the home county of the College," says MacDougall. "And the 'traveling instructor' was chosen to open the door of the new Bureau. Thus the 'Black Maria,' as the truck had affectionately been called, went into oblivion. It had done its duty in helping to lay the groundwork for county farm bureaus, later to be called Extension Service."

From the very start, Agent MacDougall stresses, as "traveling instructor" and as full-fledged county agent, he found the farm and rural people cooperative and friendly, eager to learn and to help their neighbors. "Some claim that farmers were 'offish,' slow to take ideas from a college campus or experiment station. But as I look back at a green young man, just out of college, lacking experience in meeting and organizing people, his knowledge gained largely out of the classroom but, nevertheless, expecting dirt farmers to attend his demonstrations and have confidence that they would obtain information to help them in their everyday life on the farm . . . well, it seems absolutely amazing that they didn't say to me, 'Go back home, County Agent!' Instead, they were patient, understanding, helpful, friendly. They were ready to try to advance themselves, along with their neighbors."

It is Mr. MacDougall's firm conviction that this spirit is what made Extension work function. "The successful farmer was willing to share his knowledge with his neighbors and the county agent, to advance agriculture for the general good, not for mere selfish interests. That, basically, has made rural America what it is today. No county agent serving market gardeners, fruit growers, dairymen, poultrymen and tobacco growers--along with youth groups--could have had all the information necessary. But if he didn't find the answers among his farm leaders, he knew where to go to get them--back at the College, or industry or the U.S.D.A."

The strength of the American Farm Bureau Federation is proof, he says, that Extension work, built on the basis of helping those who help themselves, rested on a strong foundation. He agrees with A. B. Graham, a pioneer Extensioner in the Middle West and later a leader in the federal office, who always maintained that the county agent would be successful as long as he went down the country roads, took time for farm visits and was a friend to man.

"In the role of family counselor, of organizer and leader helping to bring out the best in the community, farm organization, grange, youth groups or cooperative, the county agent made his profession respected by the general public as well as by the rural people."



HARRIET J. (HOPKINS) HAYNES: FIRST MASSACHUSETTS EXTENSION INSTRUCTOR  
IN HOME ECONOMICS



"There will always be a need to conserve time and energy, to use our human and home resources to best advantage."

The work of Harriet J. (Hopkins) Haynes is an outstanding example of how to adapt Extension programs and methods to meet challenging needs of families and communities. Hers was a record of accomplishment all the way--from July 1914, when she was appointed Massachusetts' first Extension instructor in home economics, to December 1949, when she retired as Extension economist in home management.

Fortified by a newly earned degree from Columbia University, Harriet was the first person appointed to the Massachusetts Agricultural College Extension Service staff on federal funds, under the Smith-Lever Act of 1914. For that staff, President Butterfield had already assembled William D. Hurd as director; Laura Comstock, professor of home economics; O.A. Morton, professor of agricultural education in boys and girls club work; and seven instructors for various phases of agriculture, civic betterment and community organization. With no precedents to guide them, these Extensioners pioneered in both program and teaching methods.

In September 1913 Director Hurd issued a printed leaflet, significantly titled, "Sending the College to the State." It described three major services, all including programs for women. First was "Short Courses at the College." These were divided into "Winter Schools," through which the women's section provided instruction in home economics and household management; and a "Summer School of Agriculture and County Life," where women were offered flower growing, handicrafts and practical arts, home economics, organized play and recreation.

Second was "Itinerant Instruction Arranged at the College but Given Through the State." This covered lectures and demonstrations for granges, women's clubs and other local groups; and Ex-

tension schools. For the latter a corps of instructors would go to a town for a five-day stay and teach five courses. One of these was home economics.

Third was "Extension Work Conducted in Different Parts of the State." Five specific activities were listed under home economics: Farmers Week in March, summer schools, Extension schools ("Where talks will be given in the morning and demonstrations in the afternoon"), single lectures or demonstrations, and assistance in forming girls' clubs and home economics clubs for women ("To discuss rural school lunch problems and to cooperate with existing organizations in interesting young people in the proper care of the home.")

To this new educational venture, Harriet Hopkins brought vigor, enthusiasm and practicality--qualities which were to characterize her entire career. That first summer of 1914 the emphasis was on food values and food preparation and preservation. At granges, club and similar community group and field meetings, Harriet showed women how to make bread, how to use lentils and other meat substitutes, how to can vegetables and fruits by the cold-pack, hot-water bath method. She went to U.S.D.A. in Washington for instruction, then gave the first demonstration in Massachusetts on canning by pressure cooker. She also helped Harriet Nash, assistant 4-H Club leader, with judging 4-H exhibits.

In December 1914 Harriet joined a Winter Extension School Team of Laura Comstock, Fruit Specialist Ralph Reese, Dairy Specialist George F. E. Storey and Agronomist Frank T. Haynes. For ten weeks "The Team" traveled from one community to another, spending four days in each. And in each Harriet gave talks on family health and presented food preparation programs on meat substitutes, meat cookery, bread making and canning.

Some of Harriet's winter travel adventures--between Amherst and Worthington, Chelmsford, or Marlboro--became legend. They make modern Extension trips seem humdrum. Ante-dating "rent-a-car" service by several decades, Harriet would hire a horse and carriage from a local livery stable and drive four to 15 miles for a 4-H meeting or a Grange Field Day. Her excursion was frequently prefaced by a 20-mile trolley ride on which, of course, she had to tote the multiple equipment and supplies needed for her demonstration.

Her most memorable trip may well have been to an all-day school in Plainfield, in an open Ford driven by County Agricultural Agent Allister MacDougall. Also along were Mrs. Edith French, home demonstration agent; Beana Erhardt, 4-H agent; and John Abbott, soil specialist. In mid-afternoon a blizzard set in and they closed their meeting early to start back to Northampton. Fortunately the men decided to buy shovels at the village store in case they should need them to clear the road. And they did--all the way! It took three hours to skid, push and shovel the four miles from Plainfield to Cummington where, chilled and numb, they found overnight accommodations at Cummington Inn. En route, Beana Erhardt began effusing over the beauty of "the lovely stream" along the roadside. To which Harriet retorted, "Don't talk to me about a lovely stream when we're poised on the brink of eternity!" Quick wit and ready humor were among the traits endearing Harriet to her co-workers.

Harriet remembers, too, an overnight at Fitchburg's Hotel Raymond, followed by an exhilarating sleighride to Ashby with Agent A.F. MacDougall and Home Demonstration Agent Elizabeth Hendry. Mr. MacDougall was driving--and the vehicle was an open cutter. Harriet, having

expected to go in the mail stage, wasn't dressed for such an outing, but the hotel manager came to her rescue with a big coonskin coat.

Another vivid memory is of a two-day Extension School in Granville, accompanied by County Home Agent Minnie Price, among others. Icy roads and sub-zero temperatures persuaded Harriet to stay overnight in a local farmhouse. At 13 below zero it was so cold a heated soapstone was put in her bed in the unheated room. It didn't work! Three a.m. found her walking the floor to thaw her congealed blood.

Though feet were cold hearts must have been warm during those rugged winter experiences; and the teamwork between Harriet Hopkins and Agronomist Frank Haynes developed into a happy and more permanent partnership. Harriet left the Commonwealth briefly to teach home economics at Oklahoma University. In the spring of 1919 she returned as Mrs. Frank T. Haynes. She and her husband have since made their home in Sturbridge.

In March 1920, during illnesses of Miss Comstock and Assistant Extension Home Economist Marie Sayles, Mrs. Haynes served as acting state leader of home economics. Lucille Reynolds was appointed state leader in 1921 and Harriet began working part-time, from November to May, on Extension program planning, kitchen planning and general home economics. In 1926 she returned to full-time work as home management specialist, under State Leader Annette Herr.

For more than 30 years Harriet Hopkins Haynes contributed to Extension Service many skills which helped broaden the home economics program. Women who initially had come only to learn about foods began seeking instruction to solve other homemaking problems. In a number of surveys of Massachusetts homes and families, Harriet used individual conferences to determine what women wanted; and she used the needs they described as the basis for program planning. "We must know family life of today!," she declared. "We must see what the problems are, recognize the needs and formulate programs which will meet those needs."

And what diverse teaching programs Mrs. Haynes developed! They ranged from house planning and remodeling to time management, home repairs and safety, furniture, refinishing and reupholstering, with a host of others in between. Her teaching methods and devices were varied. Among them were "kitchen meetings" for community groups, training sessions for local leaders, county contests, tours to view kitchen improvement demonstrations and exhibits of room layouts at schools and churches.

While most programs were designed to meet the needs of local families and communities, some resulted from national and world-wide emergencies. During the depression of the Thirties, the Federal Extension Service allocated funds to remodel homes and community buildings in three Massachusetts counties. Mrs. Haynes secured the architects and workers. A mattress making project was organized, as much to help utilize surplus southern cotton as to improve beds and cribs for low-income families in Berkshire, Franklin and Hampshire Counties. In Barnstable County the cotton was made into comforters. World War II brought Mrs. Haynes back to canning demonstrations--this time at Boston's Horticultural Hall, Jordan Marsh and the gas and electric companies. She gave nutrition and canning instruction to school teachers in the greater Boston area.



Which programs does Harriet Haynes consider most important? In the beginning, of course, the nutrition and wartime emergency food instruction. Later, in the home demonstration phase of her work, she underscores time and kitchen planning and conservation of human resources time and energy. Some of her programs were developed in direct response to demands from homemakers, as furniture refinishing to restore fine old pieces, reupholstering to save homemakers' dollars and to make homes more attractive, and how to select and care for household equipment.

In retrospect, what thoughts would Harriet Haynes share with fellow Extension workers? In her opinion the success of an Extension program depends on homemaker interest combined with the county home agent's understanding and support. She appreciates the fine guidance and cooperation of the Extension directors under whom she served. She recalls this advice from A.B. Graham, an early Extension wise man from the federal office, "You can't force a program on people; you must take them where they are and lead them toward what they need."

And she quotes Director Hurd's evaluation, "You can never measure progress in Extension education as in regular school work. Rather you measure it by the satisfaction and results achieved by the people served, and the influence of the various Extension programs on family life."

In almost every town in the Commonwealth, Mrs. Haynes' dedicated efforts have left tangible evidence of some phase of the Extension home management program.

## WILLARD A. MUNSON: A GREAT EXTENSION DIRECTOR



"Give every help to an agency or worthwhile organization during its formative period, but plan to gradually withdraw. Leave it free to develop under its own leadership and run its own affairs. Then you, an Extension worker, will be free to give your time to some new and worthwhile endeavor."

Willard A. Munson was not the first director of Extension Service in Massachusetts but during the 25 years of his administration, from 1926 to 1951, he had the greatest influence upon it. Under his leadership Extension developed into a broad and effective agency. 4-H Club work, home economics, and agricultural programs were recognized as essential elements. A more equal balance among them was established because of his insistence that Extension served the entire family. He emphasized that even though increased income to farmers was a vital objective, it was merely a means toward the true goal of better family living.

In many ways President Butterfield's dreams for Extension were realized under Director Munson. His administration developed the Service's present broad programs of education and service to the rural people and the rural communities of the state. Director Munson believed, as did Dr. Butterfield, that the function of a land grant institution is to serve all the people. His broad point of view and his optimistic encouragement where new opportunities existed made constant progress possible.

The quarter century from 1926 to 1951 was one of complex and diverse problems. The expansion of the Twenties, the great depression of the Thirties, the birth and growth of new agricultural agencies, the second World War and the adjustments which followed, all had great impact upon Extension. Mr. Munson was among those later to be known as "The Old Guard" of Extension directors. They were Extension's strong men through the nation, men of long experience and great strength of character. They were proud to accept the full responsibilities of their positions and were active and forceful in doing so. As chairman of the Organization and Policy Committee of the Land Grant College Association, Director Munson played an important part in securing legislation which provided funds for developing the country's 4-H and home economics Extension work.

During the 1930's there were great nationwide controversies and much strong feeling over Extension's role in rural affairs. Many new agencies were being established and assuming duties which, some felt, were the historic prerogatives of Extension. Director Munson was always firmly on the side of Extension as an educational institution, not an institution devoted to, or deeply involved in, either commercial, enforcement or purely service activities. This is the thesis on which Extension has developed in the United States. Few remember the years before conflicting opinions were gradually welded into the firm, sound policy which today is generally accepted.

New technologies in Extension's form of informal education increased rapidly during Director Munson's tenure. While farm and home visits and meetings remained the solid basis for the work, duplicating and addressing machinery made educational circular letters possible. Radio became an important media; later television began to emerge and offer still another way to reach people with education and information.

Those in the director's staff soon learned that to do their work well, they had to follow his frequent admonition to "Be Alert." Alert to make use of new methods, alert to be up to date in subject matter. They accepted his premise that an Extension worker should know his trade. Mr. Munson assumed that subject matter competence was a basic requirement for all Extension workers; but beyond that the skills of teaching and a knowledge of how to take information to "all the people who can use it" seemed to him essential.

Thus began a period of intensive in-service training. Mr. Munson brought renowned educators, psychologists, sociologists and economists to conferences. He sent Extension workers to study the methods and activities used in other states. For the first time formal professional improvement in the form of post-graduate study was encouraged.

While new Extension methods were emerging, so were new program areas. These went far beyond the purely economic. Traditional programs on how to raise crops and care for livestock, feed the family, make clothing, preserve farm products were intensified through staff additions, and new programs became more and more important. Family relations, family financial planning, family and community recreation, home horticulture, community economic and social development, marketing of agricultural products from the farm to the consumer--these were a few started during these years. Meanwhile, 4-H programs were becoming broader as they attracted wider membership. As these new developments intensified, it became apparent that the Extension worker no longer could be effective on a day-to-day basis. Careful planning and thorough evaluation of what could be accomplished were necessary.

Annual conferences, for which the director suggested new subject matter technologies, dealt with methods which could best be adapted to teaching. Planning meetings were held state-wide, regional or county-wide, with rural people invited to join Extension workers in formulating programs which would be practical for the people concerned.

And so the Extension workers' written programs of work came into being, and they rapidly gained importance after World War II when emergency programs became less urgent.

Agricultural marketing was always one of Director Munson's great interests. No doubt his years as director of the Massachusetts Division of Markets and his own farm experience influenced him.



He understood that farmers raised crops for market and that the marketing often was more difficult than the growing. He knew that marketing practices are slower to change than production procedures, being more complicated and involving more people. It pleased him when he could nudge an Extension worker into solving some marketing problems--and that worker could be sure of his director's approbation. Marketing specialists were added to the Extension staff, and the county agents learned to take in stride assistance to milk producers, fruit and vegetable growers and poultrymen who worked through their marketing organizations or as individuals.

None of Director Munson's policies had had more far-reaching effects than his policy of close cooperation between Extension and other rural organizations and agricultural agencies. The feeling of competition between Extension and Smith-Hughes schools and teachers, which at one time was common in some states, never developed in Massachusetts. Joint programs with coordinated responsibilities were carried on with the Massachusetts Department of Agriculture. Director Munson was himself a farm bureau member and an active director of the Massachusetts Farm Bureau Federation.

As other federal agricultural agencies were formed, Director Munson stood firmly behind a policy of close cooperation. The result was excellent relationships with other agencies, which still continue. He strongly supported the Massachusetts Agricultural Program Board as a coordinating agency for federal and state organizations. During the Munson administration Extension helped many successful cooperative efforts among farmers.

Massachusetts Extension staff members long remembered the conference of December 12, 1941. Director Munson was solemn but stimulating as he set the stage for Extension's wartime activities and outlined their responsibilities. Under his leadership the state Extension Service effectively carried out its many complicated, and often exacting, wartime tasks. The Service was organized for prompt action in the event of air raids or attack. It enlisted rural leadership to speed information on changed conditions, new regulations and supply limitations, thereby helping people to adjust with minimum disadvantage. After the war, Director Munson felt strongly the need for a United Nations. He gave his support to many United Nations' programs and arranged for Extension's participation in them.

Willard A. Munson was born on a farm in Hudson, Massachusetts on January 6, 1881. He graduated from high school in Aurora, Illinois but returned to Massachusetts to attend the Massachusetts Agricultural College. He graduated with honors in the class of 1905 and was a member of the honorary society, Phi Kappa Phi. He was also a member of the famous football teams of those years and captain of the 1904 team whose unbeaten record was not equalled until 1964. After ten years of business experience in a horticultural firm and as manager of a successful fruit farm in Littleton, Massachusetts, Mr. Munson was selected to be the first county agricultural agent in Norfolk County. Here, from 1915 to 1920, he not only developed a strong Extension Service but was instrumental in establishing the Norfolk County Agricultural School. From 1920 to 1926 he served as director of the division of markets of the Massachusetts Department of Agriculture where his interest in Extension continued. He frequently took part in Extension meetings on marketing subjects, and it was at these meetings that many of us first came to know him.

But he was active in many other areas. He pioneered in developing studies of markets and market reports so that informed farmers could market their products to better advantage. He assisted

in having an outmoded law changed so that vegetables and fruits would be sold by units of weight rather than measure. The New England Council on Marketing and Food Supplies was organized, and he became its first president.

In September 1926 Willard A. Munson became director of the Massachusetts Extension Service, following the resignation of John D. Willard. For 25 years he administered the organization with progressiveness and wisdom. When he reached compulsory retirement age in January 1951, every agricultural and rural leader of the state shared with his staff a feeling of deep regret.

Until shortly before his death in March 1967, Director Munson continued his active interest and participation in Extension affairs. He attended conferences and served on various committees where his advice was greatly valued. His former staff members continued to appreciate their contacts with him.

Fortunate is the staff that comes to know its director well, to understand his policies and goals and to have confidence in him. Director Munson's staff enjoyed this good fortune for many years. Though staff membership gradually changed, confidence in its director remained one constant in a changing scene.

Administratively, Director Bill Munson was very analytical. He was familiar with the complex laws under which Extension was organized. He believed that every part of the organization should be helped, but not directed, to carry out its function. Yet he never feared to use his authority when necessary. Sometimes this was in the face of great pressure and done, one sensed, reluctantly. His decisions were carefully considered, and he reserved judgment until all the evidence was in. Once decided, he was firm in seeing decisions through.

His staff knew Bill Munson as a man of few words and brief letters. When he was uncommunicative his associates would wonder if they had unconsciously vexed him. Later they might find that some serious Extension problem had been troubling him. He realized that he had a streak of Scotch stubbornness in his make-up and once said, "Some say that I am stubborn. Perhaps I am, but that is the way it seems to me these problems must be faced."

Bill was not a great speaker nor an inspiring orator. His talks appealed to sound reasoning and common sense, not to the emotions. But often after a meeting where many had spoken, listeners would find that he had given the talk of real importance.

To many people Director Munson was a rather austere figure, but those who remember his dancing the Virginia Reel with Nellie Clogston at annual conferences know that he enjoyed fun too. He loved the mountains and fishing, especially in the north woods and Canada. These and golf were among his few recreations. Once a year he and a few kindred spirits would go to some lake or stream far off the beaten track. Bill would come home filled with enthusiasm and tall stories of fish captured and fish that got away and, always, with some good joke on himself. One year he told of fishing at night from an anchored canoe. He repeatedly cast far out on the side assigned to him but got nary a nibble; his partner, on the other hand, hauled in fish after fish. Then he found that, in the dark, he had been casting his flies upon the beach!

We who worked with Bill Munson as our director honored him more and more as we came to know him better. We respected his foresightedness, his sound judgment and his vision. He often spoke of the Extension worker's need for imagination, and he practiced a sort of imagination more penetrating than our usual meaning of the word. His decisions were unbiased, free from prejudice and favoritism. But he stood so firmly on his own feet, looking to no one for support, that most of his staff found him hard to know really well. He once said, "It is a lonesome job." We often wished that we felt closer to him and we hoped that he understood and appreciated our friendship, as well as our respect and admiration.

All who knew Director Munson were happy when he received numerous honors indicating that our high regard for him was shared by others. Among these honors was the Distinguished Service Ruby from Epsilon Sigma Phi in 1950--the highest award that Extension Service workers, nationwide, can bestow. In 1950 he received the Superior Service Award from the United States Department of Agriculture; in 1954, the Distinguished Service Award as a "Friend of 4-H" at the National 4-H Camp. In 1955 his Alma Mater, the University of Massachusetts, gave him the honorary degree of Doctor of Agriculture. Part of the citation reads:

"You have been a key personality in the development of programs of broad service to the farmer, homemaker and rural youth of Massachusetts.

"Always interested in the welfare of your associates and with particular love for rural conditions and rural people, you have been a man of broad and optimistic vision and an inspiring example of the country way of life."



JOSEPH H. PUTNAM: COUNTY AGENT WHO WENT EVERYWHERE AND  
KNEW EVERYONE IN FRANKLIN COUNTY



"In the early days the county agent was expected to play about every instrument in the Extension band."

Joseph H. Putnam was of the Old Breed. Even as the tattered remnants of Baldwin trees still persist in upland Franklin County, so does the recollection of Joe Putnam, county agent, who rode the roads and got the job done in the formative years of Extension. Five and ten years after he was gone farmers would ask a new agent, "What ever became of Joe Putnam?" Then they would relate an anecdote told with typical understatement, but with affection, and it was certain that the county agent had reached the people he served.

Joe Putnam was county agent in Franklin County from 1918-1942, joining a short time after his graduation from the then Massachusetts Agricultural College. He succeeded Sumner Parker who was in the county for a brief tour and was the first agent. Headquarters were in the old Sheldon Block, Greenfield and according to reports, the facilities were primitive by today's standards. The Extension Service was then organized in cooperative arrangement between the Farm Bureau and M.A.C. Later the office was moved to the county courthouse. A former employee reports some resistance to this move. We can speculate that there may have been some lingering suspicion of an outfit which presumed to know more about farming than farmers!

In the early days the county agent was expected to play about every instrument in the Extension band. Joe Putnam proved to be a versatile musician. Although primarily a horticulturalist by undergraduate training, inclination, and experience, his grasp of the needs of country people and ensuing projects was wide ranging. This was possible because of his belief in what he was doing, his enthusiasm and capacity as an organizer, and his ability as a convincing speaker. Undoubtedly he was able to communicate his particular drive and energy to local leaders.

A standout project in Joe's career was probably his efforts in behalf of more complete rural electrification, as he could foresee the contributions electric power would be making to better farming and farm living. Who should realize more than a county agent who showed educational films powered by a back seat full of batteries? At the time parts of Colrain, Heath, Leverett, Montague, Shutesbury, and Orange were without power. Private supply expressed little interest because of the then scattered nature of demand.

Joe Putnam was able to secure modest federal funding to survey the situation and a man was hired to project power requirements in unserved areas. Meanwhile private power became aware of the interest generated by the project and began to move. Private power was extended and the need for public power was relieved. This was a good example of Joe Putnam as a "mover" identifying a need, initiating action, and attaining a measurable objective. He took the lantern out of the barn, helped a better sewing machine into the house, gave the young people improved light by which to study.

The organization of commodity groups ranked high in Joe Putnam's plan of work, organizations which would be farmer operated, to help themselves. Under his leadership, several came into effective being, fruit growers, poultrymen, the 300 Bushel Club (potato growers), raspberry growers. He was instrumental in the formation of the Greenfield Farmers Exchange, starting with a single ear of grain.

In time of crisis Extension and Joe were there: World War I and Victory Gardens; home canning and conservation; the floods, worst for the county in 1936, and his was one of the last cars down route 2 along the Miller's River with water at the floor boards; World War II and the confusion of 1941 with numerous programs, committees, and always night meetings.

What manner of men were these? Any night, Saturday, Sunday, anytime, ready to head out to where something needed doing. Mud time: "Pick your ruts carefully, you'll be in them the next 20 miles!" Snow time: "Last year we had eight months of winter and four months of poor sledding!" By various accounts, Joe Putnam was a determined driver in the belief that persistence squared by speed would carry the mail. Bill Thies, Extension horticulturist at the time, still blanches recalling some of the cliffhangers he experienced with Joe. Stan Burt, former county agent, Franklin, has a slight tremble recounting an awesome slide down Frizzell Hill in Leyden, brakes in absentia. Vesta Coombs, then home department, also flew with Joe and tells of breaking the ice in the South Deerfield fountain late one winter night to replenish a boiled out radiator!

One rainy afternoon, to try and find out more about the Old Breed, the why and what it was about, the writer rummaged through some of the musty memorabilia, inevitably tucked away in every county Extension Service office. We found the yellowed pages of the Greenfield Recorder - Joe Putnam's column on the farm page; faded radio scripts urging the use of certified seed potatoes, courtesy of radio station WHAI; curled photographs of a float at the Franklin County Fair demonstrating the effect of lime applications; pictures of farm women who had made mattresses during the war, and proud 4-H kids who collected milkweed pods to fill lifejackets for seamen.

Was this such a simple age and so simple in requirement? Would a Joe Putnam agree today that it was all "old hat"? We doubt it--his principle might have been expressed in Carl Sandburg's, "The People, Yes."

## MINNIE PRICE: IMPRESSIONS BY A COUNTY HOME DEMONSTRATION AGENT



"Knowledge of the 'Why' as well as the best 'How' can do much to reduce the actual number of hours of labor and to remove the stigma of drudgery which has long been associated with household tasks."--(From: Hampden County Improvement League, Bulletin #1, Home-making Adviser, Minnie Price: December 11, 1915)

In July 1915 Minnie Price became the first county home demonstration agent in Hampden County. She never quite understood how she got into this undertaking in an area so remote from her background, but she knew she never regretted it.

Born and reared on a farm in Oregon, Minnie Price graduated from the School of Household Arts of Oregon Agricultural College in 1911. She taught a year in Oregon's rural schools and spent two years as head of the department of household arts in one of the state's largest high schools. Then she went to Columbia University for two years advanced study before taking that giant step to Massachusetts. "I was an earnest but inexperienced young woman from the West," she describes herself, "full of enthusiasm for a courageous undertaking by courageous people."

Admiration is foremost among her impressions of those early Extension years. "Nowhere in all of New England had such work been established," she says. "There was no pattern to follow. The Massachusetts Agricultural College which later developed a splendid staff of home economics specialists was in the throes of getting this unit organized. Some felt that the home and county committees were going a bit too far, at too lively a pace, in assuming a need for attention to the problems of the New England homemaker. But assume it they did, and the happy relationship between committee members, homemakers and staff made possible a heavier program than one home demonstration agent could have handled alone. An increase in staff allowed a much broader program in homemaking education, with more homemakers participating, than the planning group had ever dreamed of!"



Miss Price points out that the home committee and the Hampden County Improvement League, by establishing this program, hastened the formation of similar programs throughout the area. "Four-H Club work was strengthened through leaders trained by the home demonstration agent, and homemakers fell in line to learn more about foods for health, labor-saving and time-management methods, canning, sewing and the entire category of jobs they faced."

She gives special credit to pioneering Hampden County for accepting the fact that a movement coordinating rural and urban life is a sound principle. "It took years for this principle to become recognized in some places," she says. "There was antagonism between rural and urban groups and home demonstration agents were not permitted to help small town or city homemakers. How farsighted the first planners in this county really were! In part this may have been due to an overlapping in group membership. But, for whatever reason, the early work was on a whole-some coordinated basis, dealing with rural and urban groups, to the advantage of both."

Some parts of the early program seemed amazing to her. For example, the work to improve child health through attention to school lunches and home eating habits. "Those could be called weak sisters, or weak ancestors, of today's nation-wide school lunch and child health programs. We could have used some of the help now available! At one time 12 to 15 schools were cooperating. Home committee members were interested, school superintendents and teachers were most cooperative. Through our work with school nurses, we learned that health had improved in the schools where we had 'weighed and measured' children who needed attention."

The school lunch program was one example of sound procedures resulting from strength through co-operation. Miss Price pays tribute to, among others, the nation-wide wartime canning kitchens and the Springfield "Milk for Health" program.

Another phase of work which she found surprisingly advanced was large-scale communication. "In later years volumes would be written and endless conferences held, all dealing with this important method of teaching. But World War I brought the first increased demand for help with the many problems homemakers faced. Through the war years a daily column was supplied to the Springfield papers. The material was also sent to the editors of foreign language newspapers scattered from Massachusetts to Chicago."

Miss Price tells the story of a cooperative Polish priest who asked for canning instructions for Polish women who spoke no English. "The state Extension office did not have such literature ready for wide distribution. So they assembled what material was available from the staff office, and the sisters in the priest's church translated it into Polish. Following canning demonstrations at which the sisters were interpreters, the women went home with their precious leaflets. I have butterflies in my stomach even now when I think of the possible mistakes, not only in translating the material but in the original copy which had been prepared under strain and stress to meet an urgent request. And I still prize my copy of that bulletin, with or without mistakes and in spite of the butterflies!"

Minnie Price was aware of weaknesses in those early years. "We were slow in developing plans for leaders to assist in teaching adult groups. We undoubtedly wasted time and strength by attending many group meetings where the main purpose was building good will and wholesome relationships. Yet this good will could well be the most important thing nurtured in those early days. The ways of developing programs were cumbersome and inadequate but at least we tried to have groups assist us in determining needs and suggesting what to do about them."

Horace Moses was an important "foundation stone" in the work, Miss Price notes, and she considers herself lucky to have known him as a friend and co-worker. "He was kindly and considerate, concerned with the personal problems of staff members as well as with organization growth and management."

Her first face-to-face contact with a roomful of New Englanders was the meeting at which the committee interviewed her. "Toward the end of the interview one committee member, in overalls and work shoes, asked if I could drive a horse. This was important in 1915. I said I could drive two horses. Later the county agent told me of the laughing and joking after I left the room. With tongue-in-cheek, the agent implied that the 'two horses' won the position for me. Be that as it may, I always enjoyed talking with this intelligent and likeable New England farmer and I regret that I cannot recall his name."

Another memory of her early career concerned a late afternoon when snow covered the highways. "I went to Westfield by trolley car, as I often did. Then to the livery stable for a conveyance to go on to Southwick for a night meeting. But the livery man said there was too much snow for a buggy, that I must take a sleigh. I had never even seen an honest-to-goodness sleigh, but we started out, just at dusk. I had two spills before even getting out of town! In spite of this, the meeting was a good one and I was back in Westfield to catch the last car to Springfield that night. Wasn't I lucky the committee didn't ask in the interview if I knew anything about a sleigh!"

Eventually a Ford car was provided for staff use. Continuing her saga Miss Price describes some of the problems with it. "One wintry day when the ruts in the ice and the snow on the highways were seven, eight or more inches deep, I started to Brimfield. The wheels were supposed to stay in these ruts but suddenly this otherwise well-behaved car was sliding down a nicely tilted ice-covered hillside, and away from the highway. At the far edge, I knew there was a sharp drop of 12 feet or more to the railroad or trolley tracks. Well, this well-behaved car backed up against the one lonely tree on that bank, and there I sat, frightened stiff. A passing truck driver towed me back to the ice ruts and even refused pay for his good Samaritan act."

Miss Price especially appreciated those aspects of life in New England which were so foreign to her own background. "I think there was only one town in the county that didn't have a public library at that time. In contrast, the Oregon county where I was born and reared didn't even have a county library. The sprinkling of academies through the county meant that the level of children's schooling had for years been higher than that in my native state. I remember stopping at one farm to inquire my way. Before I left the garden fence where the man was working, I had my needed directions and had also enjoyed a choice bit from Shakespeare. Such experiences were not unusual. They lightened the days when I was dumped out of a sleigh or went skidding over an ice-covered hillside."

Minnie Price never at any time felt herself to be an outsider. It never occurred to her to classify the people with whom she worked as cold and unresponsive. "I knew that was supposed to be descriptive of all New England men and women, but the warmest friendships of my entire life were developed in Hampden County. I pay tribute to Mrs. A.O. Squier, first home committee chairman; to Lucy Gillette, a staunch supporter and friend; to Eliza-

both Sessions of Hampden; to Mrs. Minnie R. Dwight, who served faithfully for many years --and to so many others."

Miss Price enjoyed her years as Hampden County's first home demonstration agent and found fulfillment in them. In summary she says, "Each of us has a transitory existence on this earth. But each has opportunity to become a part of worthwhile movements which live on indefinitely. In this wonderful way, life and worthy effort continue and achieve results after the individual of the moment is gone. Remember the lighted torch which the Greek runners passed on, one to another? Today the new committee members, leaders and participants in this program hold that torch. May your contribution each day and each year be such that this on-going program, significant to homes and communities, may reap ever finer results."

(Editor's Note: Miss Price wrote her impressions in 1965 to be read at the Hampden County fifty year celebration. She had retired to her native Oregon.)



## MILDRED THOMAS: "MISS EXTENSION SERVICE OF WORCESTER COUNTY"



"Our job--education--is to make people dissatisfied with an unproductive life."

Mention Extension Service in Worcester County and thousands of women immediately think, "MILDRED THOMAS!" From the inception of the women's program there, she was its guiding light.

In 1918 the world was at war. Food was a major problem everywhere. And in Worcester the Chamber of Commerce was trying to solve it. In general, it was believed that the best solution was to teach more women to preserve more food. The Worcester County Extension Service was then headed by George F. E. Storey. It was his feeling that the food preservation program should be started among rural women and should be headed by a trained home economics teacher. He went to Miss Thomas, who was teaching in the Worcester public schools, and asked her to resign her job and take over this new, completely uncharted work.

Miss Thomas must have hesitated briefly--her family remembered being sure she would never give up her secure position for one so uncertain. But the hesitation was momentary. The family had forgotten her sense of adventure and her urge to help others. She took the uncertain but challenging job which, it turned out, was the first step towards 39 years devoted to helping all the families in the county with one phase of homemaking or another.

Mildred C. Thomas was born in Worcester and educated in its public schools before going on to Mt. Holyoke College later to St. Lawrence University, where she majored in home economics. She started her teaching career in New Haven, transferring later to the Worcester schools. Her first work was in nutrition, a basic element in the Extension teaching which became her major field. Each year her Extension program covered some phase of food study such as food values, meal preparation or meal planning. A great deal of time was spent teaching ways to mine the greatest health benefits out of every dollar spent.

It would be difficult to estimate the tremendous results that improved food practices brought to Worcester County. Sounder teeth, smaller doctors' bills, fewer work hours missed, better dispositions, all accrued to people who had been taught how to raise their health standards. Through the years Worcester women not only learned to save a lot of cash by applying the knowledge acquired at food preservation classes, but they were able to provide an interesting variety in their meals.

Recognizing the value of fine old furniture, Miss Thomas helped rescue many a good piece from area attics and instituted classes in furniture refinishing and upholstering. Clothing construction was another popular subject, and many country women made beautiful coats, among other items. Standards were high; and it was said that the Ford car and the Extension clothing classes were responsible for bringing such well-dressed women to rural and urban meetings.

All those years the Lord must have been riding with Miss Thomas in her own Ford. In snow and ice and mud, day or night, she never had any serious travel trouble. Of course, the whole canning class once had to stay overnight at a farmhouse when a sudden blizzard came on, but this wasn't considered trouble. Others wished they'd been there for the "fun."

Because the tools of housekeeping seemed most important to some educators, it took considerable effort before Miss Thomas was able to include the courses she deemed vital in a rounded Extension program. To her Extension Service was always "The Home;" its people and its values had to be served. Only when parent education and family service had been added to the program did she feel this had been accomplished. In the early days, Miss Thomas and a local college professor appeared on a series of radio talks. Her philosophy can be summarized in a quote from that series. "Home is the biggest thing in Extension."

One of the unique features of the Worcester program is its Art Museum Series, started by Miss Thomas on the theory that women could appreciate the best in art if they were given the chance to know it. Registration has always been heavy and two classes have had to be held each fall. They meet separately for three weeks, then combine for a final gala tea where an expert speaks on one phase of art. A staff member conducts a guided tour of the Worcester Museum and there is usually a tour of two fine houses--one traditional, the second, very modern.

Each year Miss Thomas included three leadership training classes to help club officers learn parliamentary law, public speaking and poise. The transformation in some club presidents was astonishing. There were Homemakers' Days several times a year, with fine music and with speakers who, painlessly but efficiently, covered different facets of adult education. Sometimes the speakers were foreign correspondents, sometimes artists. Mrs. Eleanor Roosevelt was a highlight. Always they were people chosen to widen the horizons of their listeners.

Another program which existed only in Worcester County was its traveling dental clinics. Because some of the towns had no dentists, Miss Thomas arranged for up to three of these invaluable clinics to be in operation at a time. They were planned by the town committees, paid for by the families of the children attending.

One year "Miss Extension Service" decided to do something about giving overburdened housewives a few days of complete rest. She organized a camping week at a nearby lake. Two groups, 25

women in each, had a wonderful vacation. For some it was the only one they ever had. Many new and lasting friendships were formed, and the campers found Miss Thomas as good at organizing games as at teaching how to can beans!

Trips were an important part of her program. Several groups were taken to the United Nations and one year nearly 100 women went on a three-day tour of Washington, D. C. Some of the older ones who had never expected to see their nation's capital came home with stars in their eyes. Hundreds of others have participated in trips to all parts of the country.

For years Miss Thomas was on the radio at least once a week. She took lessons in voice culture to improve her performance. Often she would have members of her county groups on the air to tell of their special projects or trips, thus introducing them to a new form of self-expression. She arranged a class for women expressing a desire to write. It was led by a volunteer who had done some writing, met once a month and opened another vista for several women.

Through a little "card index" in her mind, Mildred Thomas had the needs of different people on file, and every now and then she would find special opportunities to fill them. It might be sending a few people to New York to prepare a style show, or finding a pinch hitter for a harassed program chairman needing a substitute speaker. She had the gift of recognizing and developing leadership in women who hadn't dreamed they had the quality. Once she remarked casually that she would be ashamed if there were no school lunch program in her town. Result: the town chairman went right to work, and New Braintree soon had the first school lunch program in the county.

She was counselor, teacher and friend. She went to weddings and anniversaries to rejoice. She attended funerals and was generous with sympathy and help. When she ended her 39 years of service "above and beyond the call of duty," her retirement party at Horticulture Hall was crowded to the doors. Over 600 men and women had gathered, with loving hearts and shining eyes, to honor her. In her lifetime of service, she had received several formal awards, including the National Home Demonstration Award and the National Epsilon Sigma Phi Award for outstanding performance. It is doubtful if these were as meaningful to her as the bound volume she received at that farewell party, signed by residents of nearly 100 towns, with special messages or "I love you" added by many. For reserved New Englanders, this took some doing.

The extent of her influence reaches far beyond Worcester County. Children and grandchildren of women she had taught to live more richly are now passing her idealism along in many parts of the world.

"Uncle George" (Farley) once said that he wished only to teach the young, that you can't "teach old dogs new tricks." Well, says one Worcester County woman, "Many of us older dogs not only learned new tricks, we learned how to do the old tricks better."



## ETHEL CROSS: COUNTY EXTENSION 4-H WORKER



"Tomorrow is another day!"

Ethel Cross was a born optimist who snubbed frustration and concentrated on the good things of life. She was rarely seen without a glimmer in her eye, and if things didn't go well, she'd just wrinkle her nose (a typical gesture) and come up with an amusing story. She loved her work and she loved people. In turn she was loved by young and old alike. Those who knew her well say "lovable" is the word to describe her.

"Ma Cross," as she was known through the years, worked long hours and spent many of these on the road, en route to all parts of the country. Her cars and her driving were popular topics of conversation among her co-workers. There were so many bumps and dents on even the newest of those cars that many people wondered if the world could have survived a second Ethel Cross!

She was an inveterate traveler. In addition to the driving she did on the job, she spent many vacations motoring across the United States. Flying the skies and sailing the seven seas, she visited 39 countries and island groups and took fascinating slides of her travels. She was a marvelous storyteller, and her slide-showing sessions, peppered with tales of local customs, peoples and ideas, were eagerly anticipated. So were the one-man shows she put on, her pantomime and mimicry skills. They were very effective with her 4-H'ers.

Ethel Dickinson Cross grew up in Hampden County in a busy Extension environment. Her father was a fruit and dairy farmer and a charter member of the Hampden County Improvement League. Her mother was the first woman town director of the League in their hometown of Granville. After graduating from Framingham Normal School in 1920, Ethel taught school for two years. In 1922, itching to venture into a new field, she sought and obtained a position with GOOD HOUSEKEEPING

magazine as its cookery editor. In 1927 she went into Extension work, starting as an associate club agent on the Worcester staff and becoming a full agent there a year later. She stayed in Worcester until 1934 when she moved to Springfield. Then, even though she waited until 1946 to join the Hampden County staff, "Dickie" immediately became involved in 4-H, serving on its advisory council and as a local leader in foods, clothing and crafts. In the interim she received a B.S. degree from Springfield College and attended Connecticut College for Women one year.

In September 1946, Ethel again became a professional Extension worker, as a part-time agent for Hampden County. In 1947 she became a full-time agent and remained one until her retirement in 1965.

Her record is one of many accomplishments. Leon Marshall, county agent in 4-H Club work in the Worcester County Extension Service, for many of the years she was on the staff says,

"Mrs. Cross came to the county from a teaching position in Sturbridge in April 1927, and she was here until August 1934. It shouldn't be too difficult for a person to write a book on her work here in the county, but since I do not write books, I will try to give you just a few of the facts.

"There had been so many changes in personnel on the club agent staff, and of course we were in a postwar slump as far as club work was concerned, so Mrs. Cross did not inherit too healthy an organization. But it soon became healthy under her leadership. Club agents worked with the young people in those days and she was an ideal person in that role, leaving the office in the morning with her arms piled high with material, visiting rural schools from Worcester to the New Hampshire line, winding up the day with an evening meeting somewhere, then repeating the same story in another direction the next day. The only difference Saturday made was that school was out so she could meet with non-school clubs.

"When Mrs. Cross entered a school, the teacher did not need to announce a holiday. The kids took it for granted and put away their books--to work on a club project. She was extremely popular with teachers as well as boys and girls.

"There is no need to write about the quality of her work and leadership to anyone who knows her. There were so many fairs in the county on those days, and during late summer and early fall, Mrs. Cross worked almost around the clock to set up exhibits, often in more than one fair a day.

"Her interest in the young people, the inspiration she gave them, the quality of work she insisted upon has left an impact on many in the county."

In Worcester County Ethel had pioneered the 4-H camping program, giving a great deal of responsibility to junior camp counsellors. It was a policy through which the youngsters developed qualities of leadership. When she moved to Hampden County, her camping program came with her. In fact, she was so deeply involved in that phase of her work that she lived in a pitched tent right along with her 4-H'ers.

She was one of the first to see the need for and to initiate special projects for older club members. And she was keenly interested in the International Farm Youth Exchange Program. It was largely through her diligence in obtaining funds that "IFYE" delegates were sent abroad or entertained here every year from the time the program was first initiated.

Warmth, enthusiasm, love of young people--these were the particular qualities that made "Ma Cross" a very special person to the youth of Massachusetts. Where she is concerned, they, too, have these qualities. Hundreds of them remember her warmly, enthusiastically, and lovingly.





# The Counties Speak

Strictly speaking, the Cooperative Extension Service IS its counties. The preceding sections provide an overview of statewide Extension. In this section the counties speak for themselves--pointing to a few highlights and to some of the leaders who kindled them. Basically, each has tried to answer two questions: 1) How did we begin? 2) What has been unique in our development for and with the people of the area? Rather than the usual alphabetical order, these reviews follow the order in which county has recorded its own beginnings in one or all of Extension's programs.

## FRANKLIN COUNTY

"A little child shall lead them"

In Franklin County the earliest trace of what would develop into our County Extension Service was a club of young people organized in 1910 by the Shutesbury School, with the simple, descriptive title, "The Corn and Potato Club." For 25 years, our Franklin County 4-H program was closely connected with the schools. Agricultural societies and other organizations fostered similar clubs and exhibits for boys and girls to show their products in a number of communities and counties several years before the Extension 4-H program officially began.

Our concern has been with people rather than projects and output. The Greenfield Farmers' Exchange, a buying cooperative for farmers, a rural electrification project for supplying power to over 600 farm families in hill towns, and commodity organizations were among our efforts to hold the line against the depression. Our homemakers' program also was very active during the mid-Thirties, with more than 1500 women enrolled, and 170 acting as volunteer leaders. County 4-H agent, Paul Alger, writing in 1928 about the youth (who are now parents and grandparents), expressed some of the concerns about the "younger generation" of that time. Here are some excerpts from his column:

"While we do not regard all of the activities of modern youth lightly or with favor, it is probable that much criticism is undeserved . . . Thousands of young people today, in spite of bobbed hair, short skirts, fondness for dancing and other customs under the head of so-called 'personal freedom,' are honest, sound to the core, of high moral character and quite interested in many serious things of life. Perhaps if we criticized young people less for things which are really inconsequential and tried harder to stay young with them, we would have a better understanding of the problems which confront modern youth . . . Lack of stability on the part of young people is a natural result of the speed in which we are now living. People are restless . . . New and astounding wonders of invention and discovery burst upon us with such frequency that it takes an amazing amount of excitement to give young people a thrill or 'kick out of life' . . . Although 4-H Club work is to teach agriculture and homemaking, . . . of even greater value is the training . . . in responsibility, resourcefulness, ingenuity and initiative . . .!"

## HAMPDEN COUNTY

In 1912-13, Hampden County pioneered a movement of city businessmen to unite with our farmers to have "city and country working together." Horace A. Moses led this group in contributing their business knowledge and ability to the development of farming and country life. The Hampden County Improvement League, privately financed by contributing and sustaining memberships,



employed John A. Scheurerle as our first secretary, and in May 1913 the first official county agricultural agents in Massachusetts: Clinton J. Grand and Albert R. Jenks. Even after Smith-Lever and other public funds became available, all Extension work in Hampden County has continued to be channeled through the League. Our first appropriation of county funds was \$10,000 in 1915, when the Advisory Board of Trustees was appointed, also, at its first meeting, this Board appointed a committee to secure an agent to work with our farm women. A firm foundation for our home economics Extension program was laid through the selection of capable, far-sighted Miss Minnie Price, together with the influence of Mrs. William (Minnie R.) Dwight of Holyoke, who was an ardent supporter of the League from its inception and chairman of its home department for many years. Robert Trask, hired in 1915 to work with Hampden County boys and girls, is believed to be the first county 4-H Club agent in the United States.

The League's activity led to the later development of the Eastern States Achievement Bureau. Our agricultural agents have worked in close cooperation with more than a dozen permanent organizations of farm and commodity groups, for which the League has been the focal point. One example was County Agent Wilbur T. Locke's leadership to the Tested Herd Owner's Association in a successful fight for legislation to control unscrupulous cattle dealers who bought cows condemned as tubercular, collected the reimbursement, then sold the stock to unsuspecting farmers. Other counties joined the fight, defeating the cattledealers' strong lobby and establishing Massachusetts as an accredited dairy area.

Home economics Extension programs in urban areas are not new in Hampden County. Home information centers established in Holyoke and Springfield as emergency projects during World War I, have continued to function effectively. City, rural and small town groups alike are represented in the county Executive Council, in planning the overall county program from which each selects its own projects for the year, and in the leader training meetings at which leaders from the local groups prepare to conduct the selected projects. A more recent phase, under the Economic Opportunity Act, is the work with groups in low-income brackets. Unique programs have been: 1) The Hampden County Home Choristers, an out-growth of the recreation leader training and the series of folk festivals written and produced annually by county committees for Homemakers' Day. This group of women who like to sing, come together twice a month to do just that, sometimes performing on television and for other groups. 2) The Order of Pearls, honoring each woman who has given ten years of leadership service, with a string of pearls. Founded in 1934 by Mrs. Dwight, an "angel" to the home department until her death, this recognition program is now continued by her daughter, Mrs. Laura Dwight Lewis. 3) The summer reading program, in cooperation with public libraries, giving recognition for books read from a selected list.

4-H Club work, first known as Junior Extension, has had several organizational changes. At one time, all leaders were paid, working under the supervision of town chairmen; today all local leaders are volunteers, dedicated men and women whose loyalty and untiring efforts are a source of strength and inspiration to the agents. Early club enrollment was almost exclusively among farm boys and girls; 85% of today's members are nonfarm or urban. During the Sixties, club work among young people from low-income families has been conducted at the Skinner Community Center in Holyoke and at the Riverview Urban Renewal project. These are interracial groups and the work has been sometimes frustrating, always challenging, never dull, and at this point gives promise of expansion.

We are proud that the National 4-H Club Pledge was written by Otis Hall, one of our former 4-H Club agents.

### WORCESTER COUNTY

Worcester Chamber of Commerce, in 1913, assisted in organizing the Worcester County Farm Bureau whose two-man staff--county agricultural agent and assistant--had its office in the Chamber of Commerce building for several years. We began with the traditional week-long, local Extension schools, specialists in agriculture and home economics from Massachusetts Agricultural School giving instruction for farmers and their wives. The Worcester Woman's Club was active in establishing our Extension home economics program, with wise guidance from Mrs. John W. Gould, who for many years served as chairman of our county Advisory Council and on the State Council. Miss Mildred Thomas was chosen as our first home demonstration agent in 1918.

Boys and girls of Bolton were active in 1913 in a club led by Mrs. Hubert Wheeler who continued as the 4-H Club leader until 1945. Efforts to start a county boys and girls program began in 1914, but it was September 1915 when Charles White, manager of the Worcester County Improvement League and Alfalfa Club, was able to employ W. F. Hemenway of Holden as 4-H Club agent. Club work has come a long way since Bessie Smith (now Mrs. Murray) of Northboro became the national champion canning club member, supervised one of our several canning kitchens and was a member of the prize winning demonstration team at the very first Eastern States Exposition. Our Junior Directors' Association, consisting of one older club member from each of the 60 towns, met at least annually in Worcester. That was the forerunner of the 4-H Service Club organized in the early Thirties which became so important in acquiring and developing the 4-H camp at Spencer--a proud achievement.

Our agents were among the first to use radio as a teaching medium, starting a daily program in 1924 which has continuously served all branches of Extension, by courtesy of WTAG. Rural Worcester County became electrified in 1932 when we presented the federal Rural Electrification Administration's proposal for a cooperative in the town of Charlton. A counter-proposal from the local power company offered to extend its lines to every part of the community at the existing rate, if all farmers and home owners would take power. Similar negotiations in other towns avoided duplication of lines and generators.

Hubbardston was chosen for two experiments to combat the depression: 1) a federal rehabilitation unit to develop home industry in which farm and rural families would make products for sale through a marketing agency; 2) development of a strong poultry industry to be closely allied with the newly formed United Farmers Cooperative at Fitchburg. Expanding into surrounding towns, this helped to make Worcester County one of the major poultry producing counties in the United States.

Hardwick was the base for an intensive cooperative study by our county service, the University of Massachusetts, Clark University and Harvard University, of farm and home development and land use, involving 40 farms in that town and extended to 75 more in nine other towns in the late Thirties.



Special disaster relief teams of Extension agents aided farm families after the 1938 hurricane, the 1953 tornado and the two hurricanes Carol and Dianne in 1965, assessing damage to crops, land and buildings, and giving technical advice and information re: salvage, repair, rehabilitation, emergency financing, etc.

Our annual Worcester County field day was a highlight for about 12 years, acquainting farmers and their families with the newest equipment and labor-saving devices and techniques for most efficient operation on the farm and in the home. The women's program always included some cultural or mind-expanding features along with the practical instruction. Emphasis on the "living" side of family and community life has been a strong feature of our home economics program, drawing on cultural resources of city and country, such as Worcester Art Museum, World Affairs Council, Clark University, libraries and Worcester horticultural societies. The week at Homemakers' Camp, and the annual Homemakers' Tea at the Art Museum are typical of the new horizons opened to Worcester County women through Extension.

### HAMPSHIRE COUNTY

November 14, 1914, is the official birthdate of Hampshire County Farm Improvement Bureau, which later became our Hampshire County Extension Service. A month after they hired A. F. MacDougall as agricultural agent on February 1, 1915, the Advisory Board, recognizing the value of speedy transportation, "voted to purchase a Ford touring car at a cost of \$460." Growth was so rapid that a Mr. Weatherby was employed in 1916 to serve the boys' and girls' club program, which soon had enrolled 1500 members, 823 of them in gardening projects. A four-page periodical, to increase communication and provide ideas and stimulation to more people, soon expanded to eight pages, supported entirely by paid advertising.

In 1918, when Mrs. Clifton Johnson was chosen as the first woman member of our Trustees for County Aid to Agriculture and also as chairman of our Home Economics Council, she and other Council members began persuading the Trustees that needs of farm women were as important as those of farmers and youth. With the engagement of Miss Helen Harriman as home demonstration agent that year, the state college Extension Services were extended to all members of the family and every family in the community. Mrs. Johnson, (with Mrs. William Dwight and Mrs. John Gould of Hampden and Worcester Counties), was one of the three great pioneers among Extension home economics lay leaders. Mrs. Johnson gave 36 years of wise guidance and enthusiastic effective leadership to all phases of Extension development, both county and state-wide. Popularity of salads in today's meals is in part, a tribute to our early Extension programs in nutrition, food preparation, school lunch and community meal planning.

The 1920's saw the beginning of the Hampshire-Franklin Holstein Breeders' Club; the Fruit Growers' Association handling a 3000 barrel apple crop, Irving Johnson and Osborne West winning the corn demonstration team state championship and Miriam Loud champion sewing club member; first place in national 4-H poultry judging at Madison Square Garden was won by Roger and Osborne West and James Parnell. A \$400 scholarship in the National Dairy Show was won by Eric Moberg. Also in the Twenties there was the success of our first county 4-H camp, which now



flourishes with a full summer's season at Camp Howe in Goshen; our first homemakers' vacation camp which continued through the depression years to provide much needed inexpensive holidays.

Flood and hurricane emergencies in the Thirties required information and advice in marketing timber, straightening the apple orchard blow-downs and reclaiming homes, furnishings and fields damaged by flooding.

Talented homemakers were dramatized annually; for many years a home-talent presentation was planned and produced by lay leaders, often directed by Mrs. Clifton Johnson, in the form of a pageant, skit or county-wide music festival, as in 1938. In the mid-Forties, 500 local leaders were active in the homemaking program.

A new publication, "The Valley Grower," originated in Hampshire County to inform potato, onion and tobacco growers, was made available to all farmers in the three-county valley area; the Cooperative Livestock Auction was organized and still continues to serve dairy and livestock farmers marketing beef and dairy cattle and calves.

All our programs reflect the urbanization trends of the past several years, particularly noticeable in 4-H projects as automotive, conservation, dog care and training, marketing, emergency preparedness. Our 1966 statistics showed that of 1089 members of 4-H Clubs, 237 were from farms, 531 rural nonfarm, 242 urban, and 79 suburban. Emphasis continues on leadership development among adults and youth alike.

### PLYMOUTH COUNTY

Brockton Chamber of Commerce approached our Plymouth County commissioners in November 1914, about provisions of Chapter 707, Acts of 1914, "an act to authorize counties to aid corporations organized to promote agriculture and improve country life." If properly organized, the corporation might receive \$1200 from United States Department of Agriculture. In December, at an all-day mass meeting with staff members from Massachusetts Agriculture College and the newly formed Hampden County Improvement League, farmers representing every local community, organized the Plymouth County Farm Bureau, which was chartered by the Commonwealth in January 1915. As it was a city chamber of commerce that set in motion the wheels which led to establishing our Plymouth County Extension Service, it is not difficult to see why we have served both the rural and urban population since 1915. Employed as our first county Extension agents were: agricultural agent, Bertram Tupper, February 1915; home demonstration agent, Mary S. Dean, November 1917; 4-H Club agent, Stanley Freeman, April 1923. Miss Annie L. Burke was appointed superintendent of boys and girls club work in April 1917, (presumably under the School Department.)

Plymouth County produces more cranberries than any other county in the United States. In 1930, a part-time specialist was employed to work with cranberry growers in Plymouth and Barnstable Counties. That appointment was the forerunner of the present service from the Cranberry Experiment Station at East Wareham. The Brockton Cooperative Egg Auction was an outstanding success from its establishment by local poultrymen and the Extension Service in 1932 until its merger with the Eastern States Farmers' Exchange in 1959.

With changing times, emphasis in the home economics program has shifted gradually from the teaching of skills to consumer education, human relations, management and leadership development. We conducted a pilot program for the training of homemakers under the Economic Opportunity Act, which since then has been adopted throughout the area.

With 4-H Club members becoming increasingly interested in the "WHY" rather than merely in the "HOW" of doing the job, more sciences have been included in their projects and programs. Preparing our young people for better citizenship has been foremost in our goals. Our 4-H Camp Farley is an important part of this citizenship development. Started in 1932 in cooperation with Norfolk County, and joined the next year by Barnstable and Dukes Counties, the camp has been in continuous operation each summer, and now also includes Bristol County. It is recognized as one of the most outstanding examples of cooperative Extension achievement in the Northeast.

### BRISTOL COUNTY

From its beginning in 1915, Extension Service in Bristol County has been a part of the County Agricultural School. Ralph Gaskill, an instructor at Bristol County School under Director George H. Gilbert, became our first county agricultural agent, working with grange and other farm organizations and with individuals in Extension schools, cooperative carload buying of seed potatoes and cattle, and organizing the Bristol County Corn and Potato Show. Our first home demonstration agent, Miss Edith M. Gordon, was employed in 1917 and served for four years. 4-H Club work was organized in 1918 under H. Judson Robinson, who was followed in quick succession by Harold A. Ashley and C. Ernest Cosgrove and in 1920 by Edwin R. Wyeth who served for 33 years as 4-H agent for boys' work. In 1929, Miss Dorothy M. Stewart became assistant agent, primarily for 4-H girls' Clubs.

The first artificial cattle breeding unit was established in 1939 under the guidance of agricultural agent, Charles Harris, a pioneer in the artificial insemination program. Westport, in Bristol County, is still a leading dairy town in the state.

At the 25-year mark, in 1940, Director Gilbert observed that Extension education "can best be done by guiding folks in self-help," and that "its adaptability to the needs of the day and hour is no small factor in its effectiveness . . ."

To meet the challenge of the Sixties, Bristol County Extension agents in each department are adjusting programs to meet current needs. Agriculture, regionalized, concerns itself with community resource development, turf, city parks and beautification groups, as well as with commercial farmers. Home economics, concerned with today's homemaker and her job in the family and community is more sophisticated, broader in scope; emphasizing management, consumer facts, values--in projects with the women, and in cooperation with community social agencies. 4-H agents, no longer primarily teachers, are becoming more and more organizers, finding and developing leadership through the Junior Leaders' Club and the Bristol County Leaders' Association with its executive committee of one member per town.

## BERKSHIRE COUNTY

The Berkshire County Farm Improvement League, organized in 1915, later became known as the Berkshire County Farm Bureau. But, what's in a name? In April 1921, our Trustees voted to call it Berkshire County Extension Service in Agriculture and Home Economics.

In 1917, Stockbridge was the first town in the Berkshires to organize a cooperative buying association for purchase of seed, grain, fertilizer under the guidance of state marketing specialist, E. F. Damon. A cooperative milk plant organized in 1920 in Pittsfield, with a retail operation, has now become the largest milk plant in the city--no longer cooperative, but a good dairy marketing outlet.

In 1955, because of heavy demands in home horticulture, community development and related fields, the new position of horticultural agent was created. Forestry, pomology, floriculture, olericulture, and nursery culture are also included. Berkshire's battle of the beetle, our first county-wide educational effort in this new program, successfully controlled the Japanese beetle with more than 500 pounds of milky spore disease powder distributed in the county. Pittsfield's shade tree program, a pilot project, initiated in 1956, accomplished the planting of over 2500 trees in its first ten years. Property improvement and landscaping by industries, churches and governmental agencies were important side effects. Mass media of radio, television, newspaper and circular letters are necessary supplements to regional meetings in order to provide needed information for home owners and community projects.

Typical of the county agent's long-term, ongoing educational work is eradication of tuberculosis from dairy herds, which took years to accomplish. In the brucellosis campaign, begun in 1952, Berkshire County was the first major dairy county in Massachusetts to become certified as brucellosis-free in July 1965.

## NORFOLK COUNTY

Norfolk County Farm Bureau, with Willard A. Munson as Extension agent for both agriculture and boys' and girls' club work, started in 1915, having its office at the Court House in Dedham. It moved to the Norfolk County Agricultural School when that was built in Walpole a year later. The first director of the School, Frederick Kingman, was also county Extension director. The name was changed in 1921 from Farm Bureau to the Extension Department of Norfolk County Agricultural School. Nineteen-seventeen saw the appointment of Miss Stella Simonds as the first county home demonstration agent, and John Dizer as county 4-H Club agent with Miss Eunice Homer becoming assistant club agent two years later. A city agent was appointed in 1919 in Quincy, paid by city and federal funds for two years. When those funds were discontinued, the agent joined the Extension staff at Norfolk County Agricultural School, on county funds. The first women's advisory council, in 1918, was composed of seven women from the three towns of Walpole, Foxboro and Sharon. This was increased to nine members in the late Twenties and in the Forties to 28--one



representative from each town in the county. In 1925, a county advisory committee for boys' and girls' club work was formed, and by 1927, over 200 young people were enrolled in all towns except Brookline. For several years, 4-H Clubs were carried on in the schools, with teachers as the club leaders.

This urban-suburban county has had few farms but many part-time farmers. Poultry was our major agricultural industry in 1927; by 1935 we were a recognized source of superior poultry breeding stock in the United States, and turkey production was high also. In the depression years, many of our farms were acquired by city people without agricultural background. Our county agents worked with the Resettlement Administration in assisting these new farmers. To help agriculture adjust to post-war conditions, the Norfolk County Agricultural Council was formed, representing the county Farm Bureau, Poultry Association, Pomona Grange, Federal Land Bank, Farmer's Production Credit Association, Farm Security Administration, Massachusetts Department of Agriculture, and the various county commodity committees. Dairy herds grew with the Selective Breeding program, 3833 cows being reported in 1954.

Florists, greenhouse and nursery producers became our third largest agricultural industry by 1954. This, together with requests for home garden information, required an assistant agent in 1955 to work with them and with urban and suburban home owners on home horticulture and maintenance, community resource development, plantings for parks and public areas. Work with town conservation commissions began early in the Sixties, giving technical aid on abatement of air and water pollution, resource planning, recreational facility development and beautification.

The home department's new facilities, provided at the Norfolk County Agricultural School in 1951, have become the center for its Extension activities in the western part of the county, and the Thayer Public Library is used for meetings in that section. A third home demonstration agent was added in 1956 to serve increasing homemakers requests. Continuously since 1950, we have been teaching by television through regularly scheduled programs on WBZ-TV and WHDH-TV in Boston. This is only one of many changes in method and program content by which Extension home economics education has adjusted to the impact of almost complete urbanization of Norfolk County.

Our 4-H program adjustments have kept abreast with changing conditions also. The county Success Club of 1920, composed of one outstanding older member from each town, changed in 1929 to the 4-H Service Club with a boy and a girl from each town. By 1938 when membership was no longer limited by towns, it grew to 150, with five meetings a year for several projects and educational activities. Their "Know Your County" program took the Service Club to historic places and leading industries.

The first county 4-H camp in Massachusetts, "Camp Success and Service," was held in 1923 at the Norfolk County Agricultural School dormitory for 26 boys and girls with outstanding records, selected by the county club agents and local leaders. Financed by the Trustees from county funds, the four-day program features instruction by state College and county staff, a candlelight service and swimming. Later, the name was changed to Camp Richardson in honor of Evan Richardson, a Trustee who strongly supported club work. Delegates' expenses were paid by their clubs rather than by county funds. In 1932, Norfolk and Plymouth Counties combined in a two-county camp in Ply-

mouth, calling it Camp Farley to honor George L. Farley, then state club leader. The next year, Barnstable and Dukes joined us in a four-county camp at Lake Mashpee in Cape Cod, where Camp Farley now owns permanent facilities and operates a full season under a paid director and staff, serving boys and girls of all five counties in southeastern Massachusetts. Bristol County was the last to join.

### MIDDLESEX COUNTY

Middlesex County Farm Bureau, Inc. received its charter in December 1916, with one woman among its eight incorporators, and Nathaniel L. Bowditch as its chairman. Mr. Bowditch continued as chairman of the Board of Trustees (appointed in 1918 by the county commissioners) until 1945--nearly 30 years during which he also gave generous service to state-wide agricultural programs, notably the 4-H Clubs, which honored him by the naming of Bowditch Lodge on the University of Massachusetts campus. Arthur W. Gilbert served as our first county manager, but within a few months was appointed commissioner of agriculture, being succeeded briefly by W. P. Schatz, Fred D. Griggs was then appointed. In May 1917, Miss Alma Hallblower was appointed the first home demonstration agent; John B. Abbott, R. M. Upton and Albert R. Jenks as agricultural agents, and Miss Louise Fay as 4-H Club agent. Notable periods of service are recorded for George E. Erickson with 33 years as county club agent and for A. F. Mac Dougall with 31 years as director followed by Joseph T. Brown from 1956-1971.

Our 4-H enrollment, representing both rural and urban communities, has consistently been the largest in the state, averaging approximately 2500 per year. (When school clubs were popular, 5000 members were enrolled annually.) The 4-H camp, established at Ashby in 1942, has been much enlarged and improved and offers a full summer season of one-week units for club members. Our 4-H center and fair grounds at Westford has developed extensively since its beginning in 1956.

Middlesex County is an area of more than half a million acres, 12 cities and 42 towns with a population of approximately 1 1/2 million people. Rapid industrialization has taken place, especially since World War II, as Greater Boston's metropolis reaches out along the "Golden Highway" #128 and other new thoroughways. Some communities trebled and quadrupled in population in ten years, creating great demand for homes, schools, public services. Numbers and acreages of farms reduced drastically, but total volume of production remained fairly stable, due to intensive farming and increased productivity of the remaining units. Poultry was the leading agricultural industry in the Forties but by mid-century, greenhouse flowers and nursery crops had the lead. Much market garden and dairy farm land was bought for housing developments and other building.

All branches of our Extension Service have made adaptations to a new clientele: educational programs in general horticulture serve the needs of home owners; home economics programs in human relations supplement the teaching of homemaking skills, thus to help solve problems of family life; 4-H, in addition to programs for rural youth, offers new projects of equal interest to suburbanites--the horse program, citizenship courses, counselling and training for job opportunities. Obviously, the Extension Service cannot make an impact on the entire populace of 1 1/2 million persons, but we make our contribution to the well-being of the citizens of Middlesex County.



## CAPE COD EXTENSION SERVICE

Starting 1910, Superintendent A. W. Doolittle, of Faunce Demonstration Farm in Sandwich, worked one day a week for Massachusetts Agricultural College in field work among Cape Cod farmers. Three years later, his successor, L. B. Boston, gradually increased this "extension" to four days per week of field work for the College. By 1916, increased demand for field service led to the formation of the Cape Cod Farm Bureau, a temporary corporation, to receive Smith-Lever funds. Mr. Boston was appointed county agricultural agent in May, and Miss Elsie Trabue as home demonstration agent in October, thereby establishing our home economics department and in May 1917, we had our first 4-H Club agent. When the county commissioners appointed nine Trustees for County Aid to Agriculture in 1918, the budget was \$8,725--\$3000 from federal, \$4500 from county funds, and \$1625 supplied by towns.

Adjustment from an agricultural economy to one based on recreation and retired persons has brought many changes in Extension's program. Since the 1920's we've seen the rise and fall of flourishing asparagus, turnip, strawberry and cultivated blueberry industries. Ornamental horticulture, now second only to cranberries in income serves both the residential developments and the mushrooming resort industry, and by 1947 required the addition of an Extension horticulturist to work with the nurseries, greenhouses, golf courses, garden centers and home gardeners. In 1963, an agent was employed to work with the resort industry.

Our home economics programs serve both the busy young homemakers who derive income from tourist trade, and older women wishing to spend their leisure in creative activities. The mass media of television, radio, news items, and circular letters help us to reach our growing population. Decline in the livestock industry on the Cape is reflected in our 4-H program. However, there are said to be as many horses on the Cape now as before the days of the automobile, and our horse clubs are very active as are our 4-H home economics clubs.

## DUKES COUNTY

Dukes County Farm Bureau was organized in 1917, in support of county agricultural agent, Paul Alger, and home demonstration agent, Willamay foland, working with adults and boys and girls clubs for wartime food production and preservation, financed for two years by the Massachusetts Food Administration. After these funds were discontinued, the program was suspended until 1921 when school Superintendent Robert Martin undertook the 4-H Club program without extra compensation. Teachers served as club leaders; members sent their records directly to the state 4-H office. Since the appointment of our Board of Trustees for County Aid to Agriculture and Home Economics in 1929, an equal number of men and women have served on it. In 1929, the Board employed our first 4-H Club agent, Miss Ebba Eckberg, whose "office" was a desk in the teachers' room of Vineyard Haven School, shared with the school nurse! When Miss Eckberg became Mrs. Elmer Rogers in 1937, her successor, Miss Emily Smith, began the organization of local 4-H committees who helped to find more leaders outside of the schools. The Women's Advisory Council, formed in 1940, sponsored classes and leader training, taught by home economics specialists from University



of Massachusetts. Our granges and Martha's Vineyard Agricultural Society brought state agricultural specialists to advise farmers, and an agricultural advisory committee set up an experimental nursery for development of native beach plum and wild grape.

Persistent faith and efforts of Island leadership, old and new, brought about the temporary appointment of Mrs. Edith Morris as a part-time agent in 1946. In more than 20 years of this "temporary" service as 4-H Club agent, Mrs. Morris witnessed fantastic growth under unusually capable leadership by retired professionals and their families, and other residents of the Island. Our petition for a home demonstration agent was granted in 1949, Mrs. Ester Gillette being the first appointee. Mr. Ezra Shaw, who came as soil conservationist in 1947, was appointed part-time Extension agricultural agent in 1954.

Our much used 4-H center, with its two-story clubhouse, five cabins and surrounding play areas, valued at over \$25,000, all started from a \$20 donation by one 4-H Club of six members in 1947. We bought a quonset hut for \$200 earned by 4-H members, moved it to land donated by Mrs. Fred Smith ("Aunt Maude"), enlarged and improved it with help from parents; now the Martha's Vineyard 4-H Clubhouse Association operates under its own Trustees. For 11 summers, we used the center as a camp for children with cerebral palsy. Now it provides a summer day camp for the area.

Because of our "insular" location and nature, one of Extension's greatest contributions has been in bringing educational programs and scientific information not readily available otherwise. "Off-Island" educational experiences have greatly benefited the 150-200 young people, who each year, have raised money to take advantage of these trips. Many have been influenced to continue their education beyond high school. Proudly representing Massachusetts, Dukes County 4-H Clubs have sent seven delegates to National 4-H Conference in Washington; two to National Club Congress in Chicago; one IFYE to England and Wales; one to Camp Minnewanqua; and many to state and regional events. Well over 100 have attended the citizenship short courses at the National 4-H Center in Washington, perhaps the most valuable of all 4-H experiences offered. How different is the recollection of Mrs. Alexia Brown, of Edgartown, who as a 4-H girl in 1924, had to be escorted to and from the state meeting in Amherst with Assistant State Leader Earle Nodine and state 4-H secretary Corrinne Petit each making the long round-trip by boat and train.

### ESSEX COUNTY

Essex County Extension Service has been connected continuously with the County Agricultural School, both being under the same director starting with Director Fred A. Smith. In 1917, Ralph Gaskill came to us from Bristol County to develop a program similar to the one he had launched there. He worked with the Essex County Cooperative Farming Association, (now over 50 years old.) The Essex Agricultural Society (sponsors of the still flourishing Topsfield Fair) and with town representatives, functioning committees and farm groups which developed into the Essex County Farm Bureau. The women's program began in 1917 with home management and nutrition, under Nellie Sharples, followed closely by Gladys Stratton as home demonstration agents. Ernest Howard of Haverhill was our first full-time 4-H Club agent, starting in 1917, a year after graduation from Essex County Agricultural School. Of his six successors, four were Essex Aggie graduates, the in-

cumbent agent, Charles Blanchard being a graduate of University of Massachusetts. Wartime gardens, sewing, bread, poultry and pig clubs were early 4-H projects; dirt roads were the rule, with muddy ruts in spring and dust in summer; oxen and horses were the favored farm power until the Twenties; farmers worked two eight-hour shifts per day--one before and one after dinner--but the county agent topped that by adding four hours after supper for farmers' meetings.

Control of spore disease was an outstanding program with the fruit growers in the late Twenties. With help from the science department at the School in periodic leaf examinations to determine spore development, and from the United States Weather Bureau forecasts, we set up a telephone service to notify fruit growers when to spray for best results. Many wives attended "twilight meetings" of fruit growers throughout the country, and seemed to enjoy learning about pomology from the state specialists.

Garden club workshops, sponsored by the Garden Club Federation of Massachusetts, and conducted by the Extension Service, have solved our more recent problems of the overload of requests from endless numbers of new garden clubs in new communities. Rather than trying to meet with each local group, we invite all members to the Essex County Agricultural and Technical School in November and February for workshops so arranged that each member may attend several lectures in one day.

Early home agents organized community committees in each town, and started leader training in "Clothing Efficiency Clubs." In 1954, our county-wide Women's Advisory Council was organized with one representative from each city or town. With the advent of homemakers' clubs for Extension, we organized them in 12 cities and towns in 1956. By 1959, we had 61 clubs with 800 members; in 1966 our 36 clubs had 650 homemakers. In 1960, 28% of our Extension club women lived in the country, but not on farms; 31% in town centers with population over 5000; only 4% on farms. In a professional survey of 800 members, ages ranged from 25 to 49 years; 43% were high school graduates, 28% had one to three years in college; 22% had business or secretarial training; 23% worked away from home. These women receive our instruction in management of their time and money, foods, clothing, housing, furnishings and family relationships. We help consumers to select, use and care for goods and services for family living, including beautification of home and grounds.

With vigorous leadership developed through the Twenties the 4-H program broadened in scope and interest until it had enrolled 1800 members just before the depression. Through efforts of the 4-H Leaders' Association we employed our first agent for girls' work in 1936--Miss Vera Bisbee. Our 4-H Camp Leslie, established in Georgetown in 1939, has expanded to a facility with 16 permanent buildings and equipment to accomodate 80 campers weekly with a 15-member staff, thanks to the contributions of various 4-H and service groups in the county. The Essex County 4-H Foundation since it was formed in 1953, has awarded over fifty \$100 scholarships to deserving club members, and has built the 4-H Education Center at Topsfield Fair Grounds for year-round training, demonstration and exhibit purposes. In about 50 years, over 30,000 young people have participated in organized 4-H programs under the guidance and supervision of more than 3000 volunteer leaders.

## CONCLUSION

While each County Extension Service is distinguished by one or more outstanding personalities or achievements, we note many similarities in their responses to conditions or circumstances common to certain areas or events. The trend toward regionalization, which is one outgrowth of these conditions, may, likewise, be a cause of the similar methods employed to cope with them.





4-H Club members demonstrating the packing of a school lunch, Eastern States Exposition, 1923.



A Dairy Farmers Extension School in Middlesex County held in the open in early spring, 1924.



Emergency Food Worker, Mrs. Ralph Van Meter, giving a food canning demonstration at the fall fair, Nantucket, 1918. (State Home Demonstration Leader, Laura Comstock at the right in white.)